2016
Nebraska Higher Education Progress Report

Approved by the Commission March 10, 2016



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Key Takeaways

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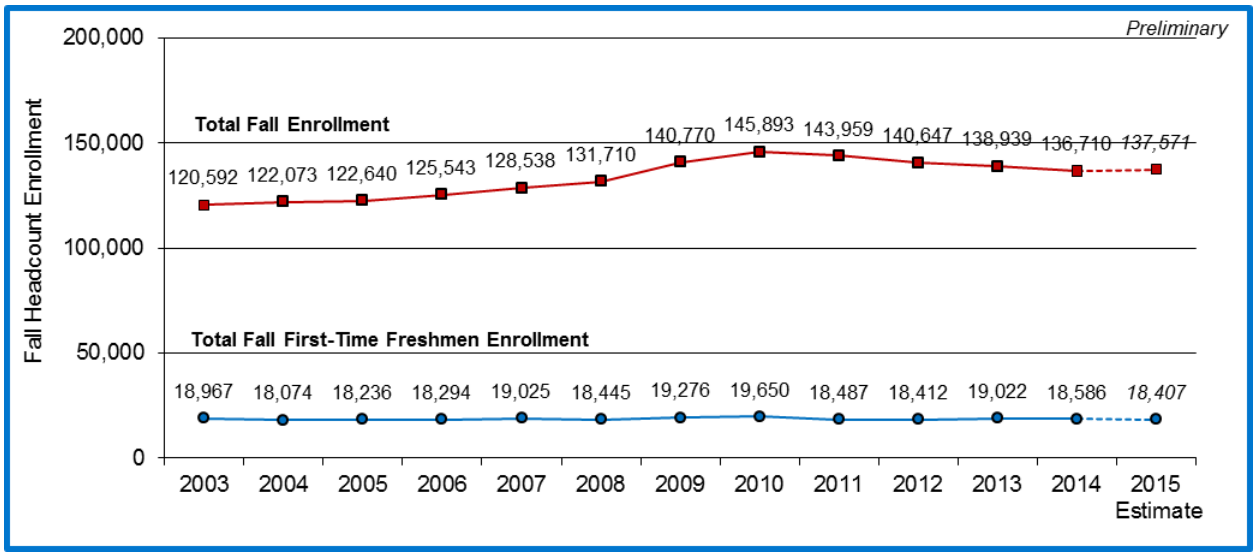
2016 Nebraska Higher Education Progress Report

State Priority 1: Increase the Number of Students who Enter Postsecondary Education in Nebraska

Total Fall Enrollment and Full-Time Freshmen (FTF) Enrollment

Total fall enrollments have increased from 120,592 in 2003 to 136,710 in 2014, an increase of 13.4%. It is estimated that fall enrollment increased 0.6% between 2014 and 2015.

Full-time freshmen enrollment–-the continuing "life blood" of institutions–-decreased from 18,967 in fall 2003 to 18,586 in fall 2014, a decrease of 2.0%. Estimates indicate that FTF enrollment decreased 1.0% between fall 2014 and fall 2015.



High School Graduation Rates

Nebraska's cohort four-year graduation rate has increased from 86% in 2010–2011 to 89% in 2014–2015. While this three percentage point increase is notable, disparities between various racial/ethnic groups are still prevalent. For example, in 2014–2015 the cohort four-year graduation rate for black non-Hispanics was 75% compared to 93% for white non-Hispanics.

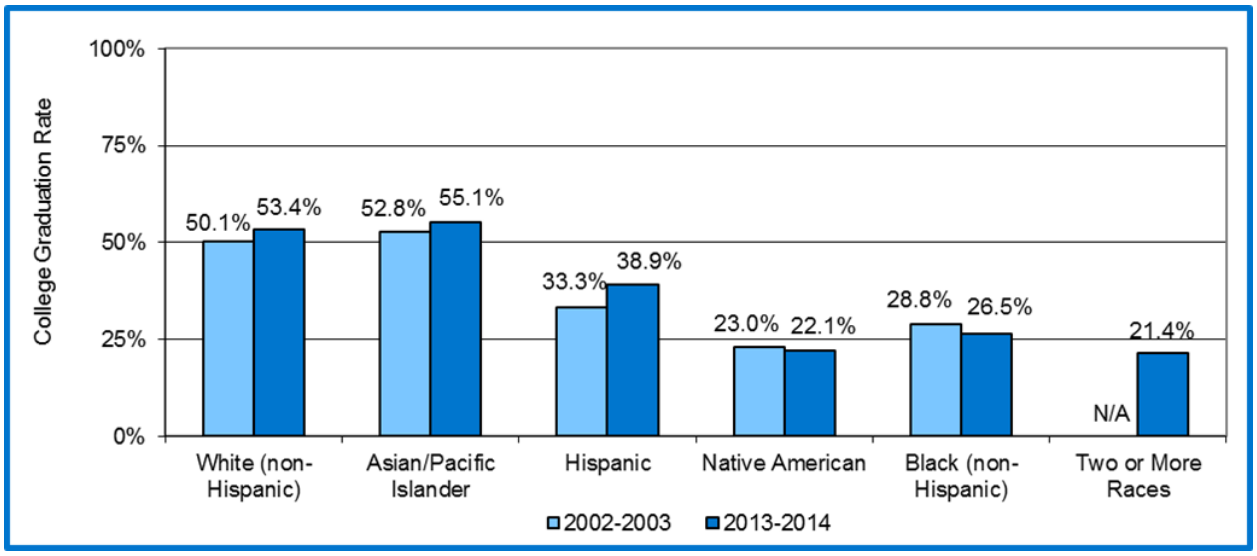
College Continuation Rates

Overall, 71.5% of 2013–2014 Nebraska public high school graduates continued on to college, up from 69.0% for 2007–2008 public high school graduates.

State Priority 2: Increase the Percentage of Students who Enroll and Successfully Complete a Degree

Statewide Graduation Rate (IPEDS Data)

The overall graduation rate for full-time first-time freshmen at Nebraska's postsecondary institutions has increased slightly from 48.4% in 2002–2003 to 50.0% in 2013–2014. The state's graduation rates have varied only slightly from year to year. However, minority graduation rates continue to lag behind graduation rates for white non-Hispanics and Asian/Pacific Islanders.



State Priority 3: Reduce, Eliminate, and then Reverse the Net Out-Migration of Nebraskans with High Levels of Educational Attainment

American Community Survey Migration Data

Data from the most recent American Community Survey in 2014 indicates that there was a net in-migration of working-age adults with less than a high school diploma, high school graduates, and individuals with associate's degrees. While it can be concluded that Nebraska imported more 22- to 64-year-olds with these levels of education in 2014, the available data are inadequate to precisely determine the magnitude of this negative net migration in 2014.

Conclusion

Attainment Gap

The consequence of the disparities in high school graduation rates, college continuation rates, and college graduation rates is that Nebraska's gap in educational attainment between white non-Hispanics and minorities (i.e., not white non-Hispanic) is the second largest in the nation. In Nebraska, 54% of 25-to-44-year old, white non-Hispanics have completed an associate's degree or higher. In comparison, only 26% of 25-to-44-year old minorities have completed an associate's degree or higher. Nationally, 46% of 25-to-44-year old, white non-Hispanics have completed an associate's degree or higher. In comparison, only 32% of 25-to-44-year old minorities have completed an associate's degree or higher.

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Executive Summary

This report provides the Nebraska Legislature with comparative statistics to monitor and evaluate progress toward achieving **three key priorities** for Nebraska's postsecondary education system:

- **Increase the number of students who enter postsecondary education in Nebraska.**
- **Increase the percentage of students who persist and successfully complete a degree.**
- **Reduce, eliminate, and then reverse the net out-migration of Nebraskans with high levels of educational attainment**.

These priorities were developed by the 2003 LR 174 Higher Education Task Force and are incorporated in Neb. Rev. Stat. § 85-1428 (3).

This summary highlights the comparative analysis used to measure and evaluate performance with respect to each priority. Throughout this analysis, the latest available statistics are compared to the quantitative baselines established in 2004 for the LR 174 Higher Education Task Force. The complete report and its appendices, which are online at ccpe.nebraska.gov/reports, provide a detailed and fully documented analysis.

Overall Progress and Challenges Facing the State

- The research findings in the *2016 Nebraska Higher Education Progress Report* reflect modest annual changes in the state's postsecondary education system.
- **While the changes measured each year have been relatively small, progress through 2010 was generally in the right direction with respect to the first and second priorities recommended in 2003. However, between 2010 and 2014, enrollments have declined.**
- Estimates of net migration–priority three–do not provide sufficient evidence to conclude whether Nebraska is gaining or losing more working-age adults with college degrees.
- Even though progress toward most of the state's higher-education goals is generally in the right direction, it is not aggressive enough to meet the state's long-term needs and goals.
 - Since 2002–2003, the number of students graduating from Nebraska's high schools has increased 4.3%. The cohort four-year graduation rate has increased from 86% in 2010–2011 to 89% in 2014–2015. However, many students continue to drop out of high school before they earn diplomas, lessening their likelihood of financial and other successes and, for the purposes of this report, reducing the pool of students who could go to college.
 - The fall 2012 college-going rate of Nebraska public and private high school students was the 18th highest nationally, but it has not increased significantly for graduates of Nebraska's public high schools since the Commission began estimating college continuation rates in 2007–2008.
 - Overall freshmen retention rates have increased slightly since 2004 while the state's overall college graduation rates have also increased slightly since 2004. College graduation rates are significantly lower for Hispanics, black non-Hispanics, Native Americans, and multiracial students than for white non-Hispanics and Asian/Pacific Islander undergraduate students.
 - Nebraska has increased the amount of state funds allocated for need-based financial aid, but state funding has not kept pace with the number of students who are eligible for state grants. The Nebraska Opportunity Grant program has aided thousands of students, but more state-funded, need-based aid is needed to enable more of the state's low-income and moderately low-income students to go to college and earn degrees.

Priority 1

Increase the number of students who enter postsecondary education in Nebraska

Decreasing enrollments are one of the most significant trends evidenced in this report on higher education in Nebraska. Since 2010, Nebraska's total fall enrollment has decreased an estimated 5.8% to 137,571. Meanwhile, first-time freshmen (FTF) enrollment decreased to 18,407, a 6.3% decline since 2010. The decrease is consistent with national trends over the same period.

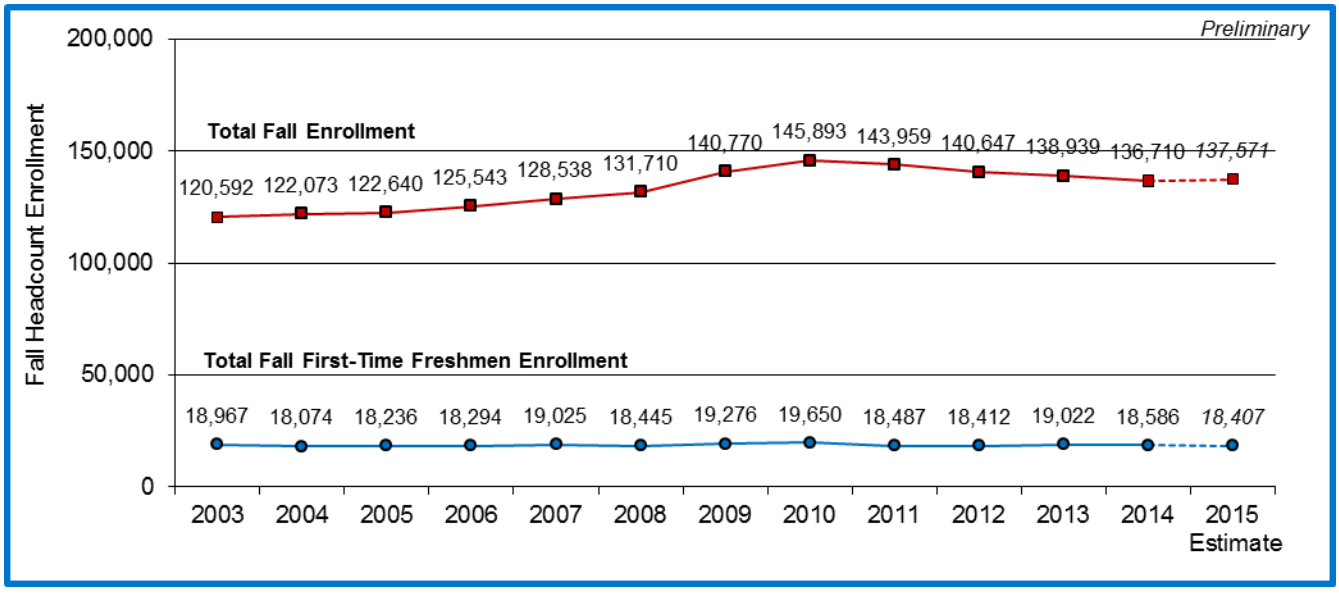
Total fall enrollments

Nebraska's total postsecondary headcount enrollment increased steadily from 120,592 in fall 2003 to a high of 145,893 in fall 2010, an increase of 21.0%. However, fall enrollment decreased to 136,710 in fall 2014, for an overall 11-year increase of 13.4%.

It is estimated that fall 2015 statewide enrollment increased 0.6% since 2014, resulting in a 12-year increase of 14.1% since baseline in fall 2003. As shown on the next page, between 2003 and 2014, total fall enrollment increased 11.3% at the University of Nebraska, 17.6% at the state colleges, and 40.4% at the independent institutions. Meanwhile, fall enrollment declined 0.2% at the community colleges and 2.5% at the for-profit/career schools.

Based on preliminary estimates, between 2014 and 2015, fall enrollments increased 1.2% at the University of Nebraska and 5.1% at the independent institutions. It is estimated that fall enrollments at the state colleges were unchanged while declining 2.1% at the community colleges and 20.5% at the for-profit/ career schools.

Fall Total Headcount Enrollment and First-Time Freshmen Enrollment: Fall 2003 – Fall 2015



Note. See Figure 1.1 (page 3) and Figure 1.14 (page 16).

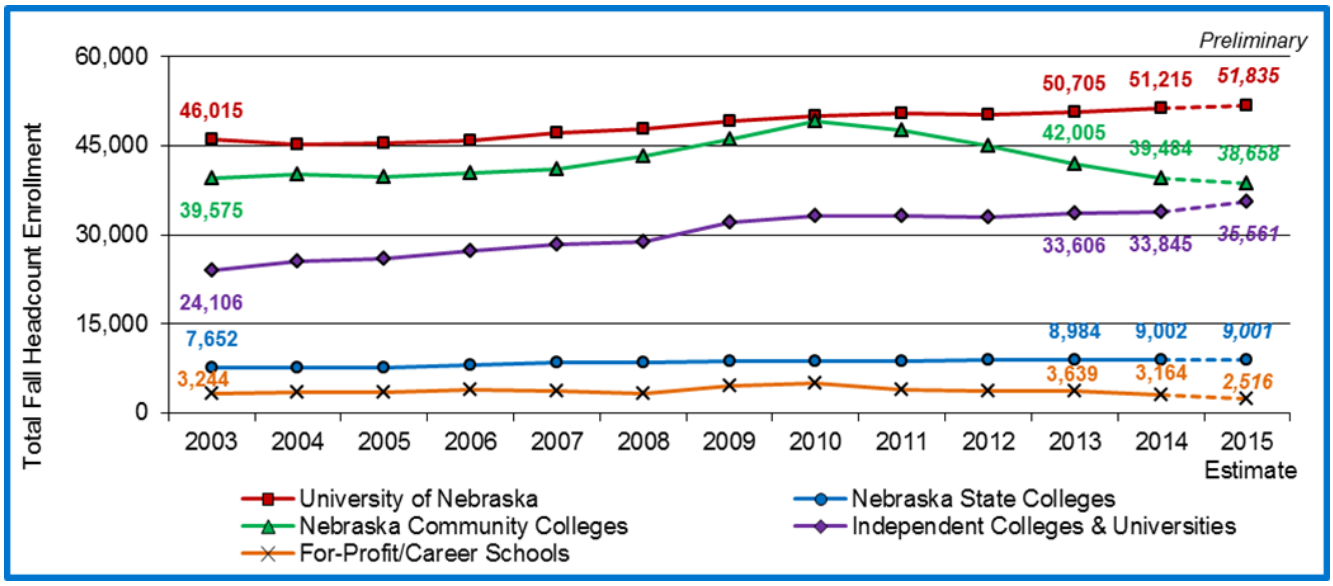
Freshmen fall enrollments

Total enrollment of first-time freshmen (FTF) at the state's postsecondary institutions decreased 2.0%, from 18,967 in fall 2003 to 18,586 in fall 2014.

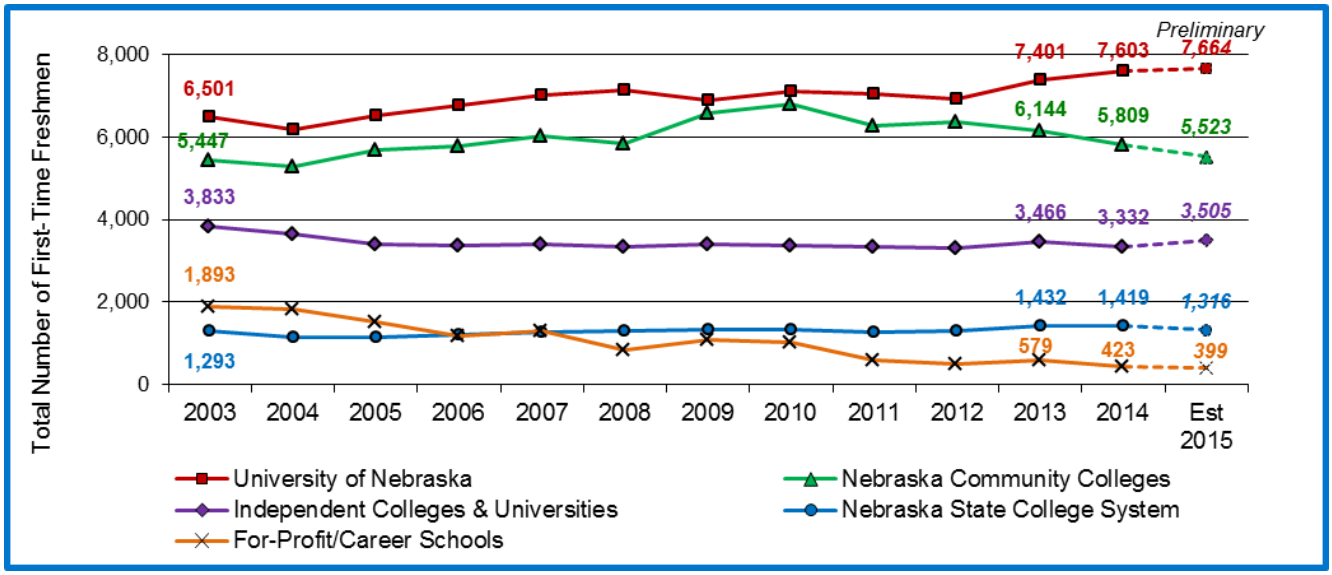
It is estimated that fall 2015 statewide FTF enrollment decreased by 1.0% since 2014, resulting in a 12-year decrease of 3.0% since baseline.

Between fall 2003 and fall 2015, FTF enrollment decreased an estimated 8.6% at the independent institutions and 78.9% at the for-profit/career school sector. However, FTF enrollment increased 17.9% at the University of Nebraska, 1.8% at the Nebraska State College System, and 1.4% at the community colleges.

Fall Total Headcount Enrollment by Sector: Fall 2003 – Fall 2015



First-Time Freshmen Enrollment by Sector: Fall 2003 – Fall 2015



Note. See Figure 1.2 (page 4) and Figure 1.17 (page 19).

Nebraska high schools—Nebraska's primary source of college students

Since 2002–2003, the number of students graduating annually from Nebraska high schools has increased 4.3%, from 21,972 to 22,912 in 2014–2015.

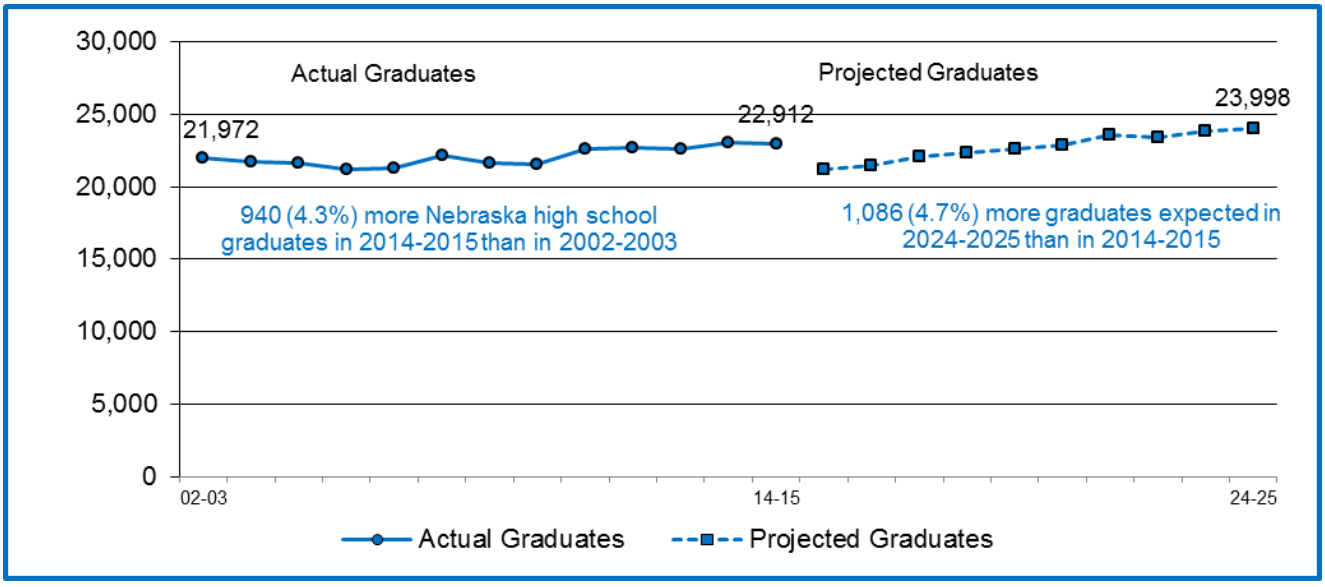
Based on the latest projections, Nebraska high schools will graduate about 1,086 more students in 2024--2025 than in 2014–2015, an increase of 4.7%.

Shifting high school demographics

The demographic profile of Nebraska's high school graduates is forecast to continue to change over the next decade.

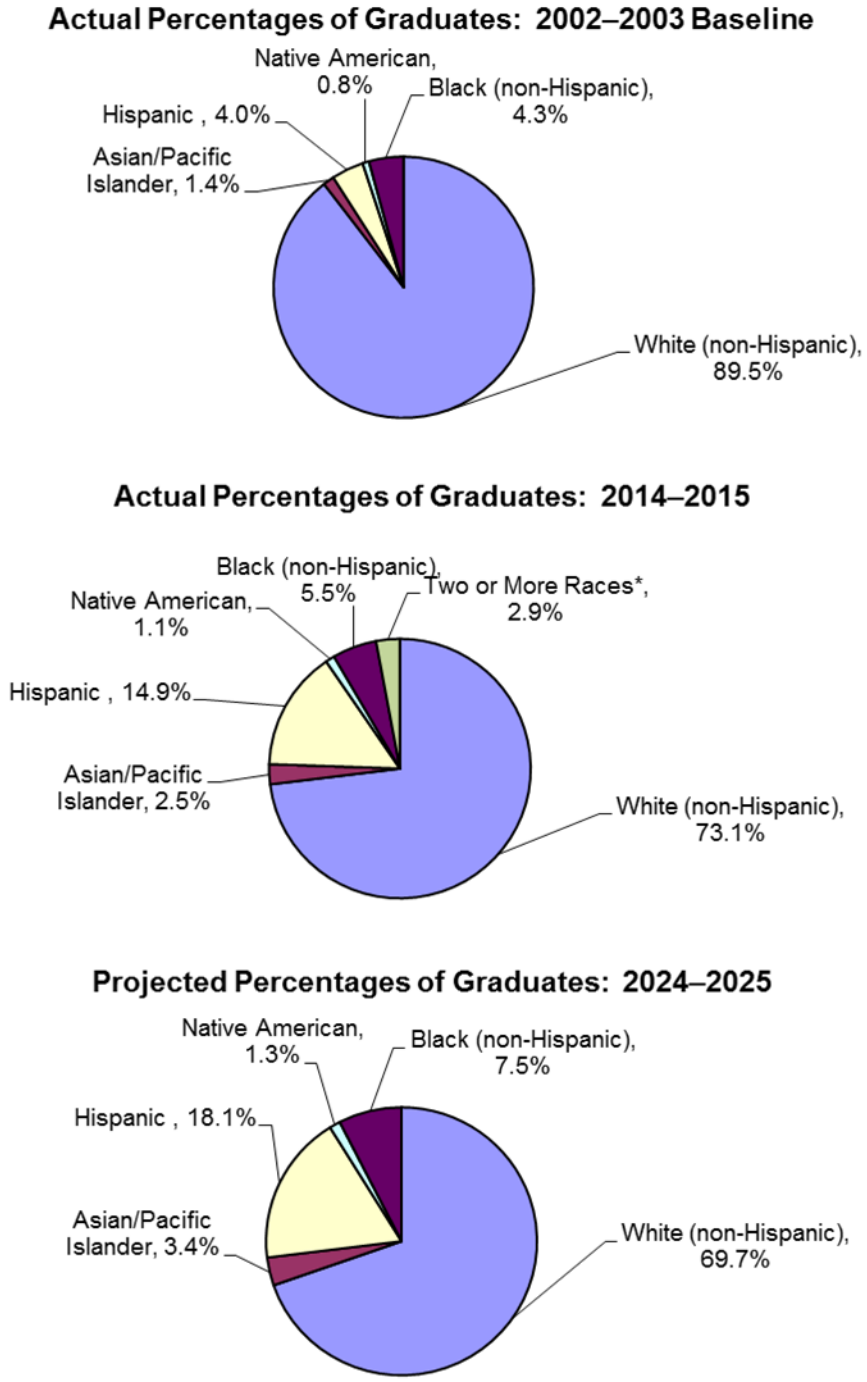
Even though Hispanic students graduate from high school at a lower *rate* than white non-Hispanics, they are projected to account for 18.1% of Nebraska's public high school graduates by 2024–2025, compared to 14.9% in 2014–2015. Additionally, other minorities are projected to account for 12.2% of Nebraska's public high school graduates by 2024–2025, compared to 12.0% in 2014–2015.

Actual and Projected Number of Nebraska High School Graduates 2002–2003 through 2024–2025



Note. See Figure 1.1.a.1 (page 23) and Figure 1.1.a.2 (page 25).

Actual and Projected Percentages of Nebraska Public High School Graduates



Note. See Figure 1.1.a.3 (page 26).

High school graduation rates

The graduation rates at Nebraska's public high schools improved for all of the major racial and ethnic groups between 2002–2003 and 2009–2010.

In 2010–2011, the cohort four-year graduation rate replaced the methodology used previously to calculate graduation rates and established a new baseline for future comparisons. Based on this new methodology, Nebraska's public high school graduation rate was 89% in 2014–2015, up from 86% four years earlier in 2010–2011. In fact, in 2013–2014 (the latest year for which national data is available), Nebraska's cohort four-year graduation rate was ranked second highest in the nation. (See Figure 1.1.a.5 on page 29.)

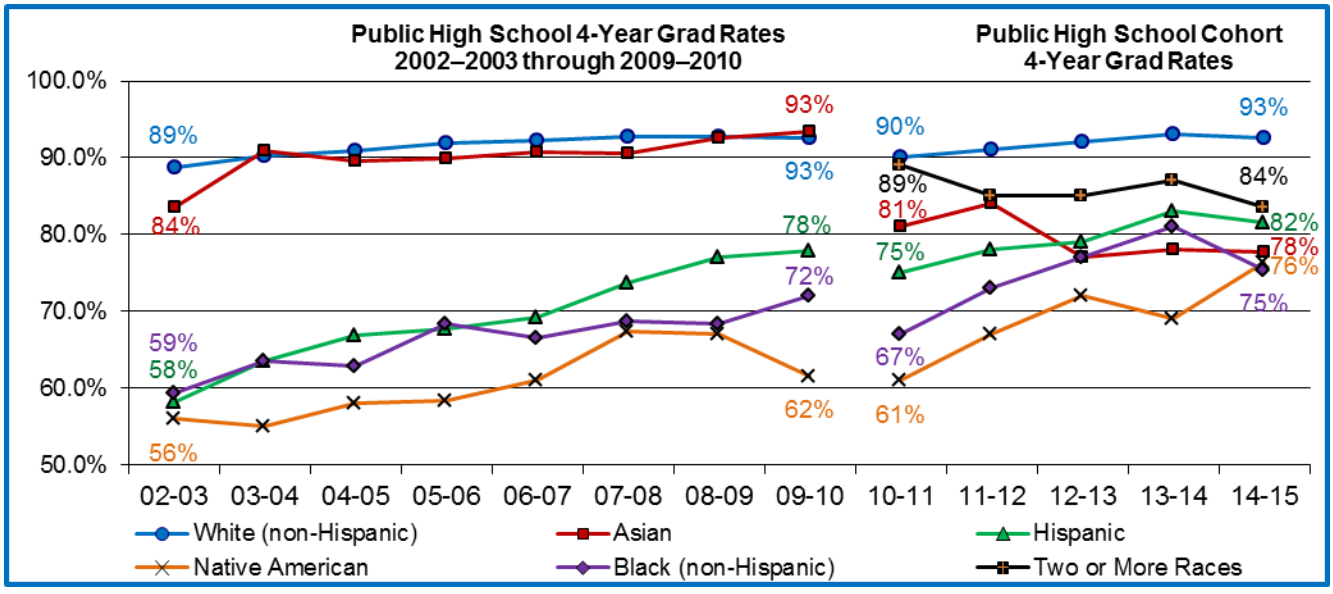
Using the new methodology, males continue to graduate at lower rates than females. In 2010–2011, the graduation rate for females was 89%, compared to 83% for males. By 2014–2015, the graduation rate for males increased to 86%, compared to 92% for their female classmates. (See Figure 1.1.a.6 on page 30.)

As shown below, between 2010–2011 and 2014–2015, cohort four-year graduation rates decreased three percentage points for Asians and five percentage points for multi-racial individuals. During this same time, cohort four-year graduation rates increased for all other racial/ethnic groups, ranging from a three percentage point increase for white non-Hispanics to a 15 percentage point increase for Native Americans.

For some students, it takes longer than four years to graduate from high school. Extending cohort graduation rates out to six years increases the overall public high school graduation rates by about four percentage points. (See Figure 1.1.a.8 on page 34.)

While Nebraska's overall public high school graduation rate has been increasing, analysis of the total membership and the total number of dropouts from the 7th through 12th grades reveals that compared to their white non-Hispanic classmates, all other racial/ethnic groups accounted for disproportionately higher percentages of the students who dropped out of school relative to the percentages of students included in fall membership counts in 2014–2015. (See Table 1.1.a.3 on page 36.) Consequently, Nebraska needs to continue to strengthen efforts to reduce and eliminate these disparities.

Nebraska Public High School Graduation Rates by Race/Ethnicity
2002–2003 through 2014–2015



Note. See Figure 1.1.a.7 (page 31).

Preparation for college

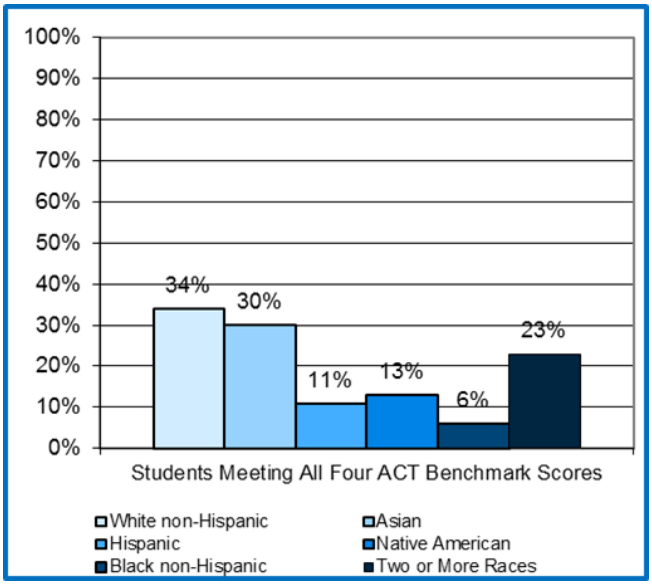
The average ACT® composite score for Nebraska high school students was 21.5 in 2015, compared to 21.7 in 2004 (the baseline for this report). Nebraska's 2015 ACT composite score is higher than the 2015 national average of 21.0. (See Figure 1.1.b.3 on page 41.)

The state is currently considering statewide college admission testing (likely ACT or SAT) for students in the eleventh grade. Should that occur, scores will likely decrease in the short term.

Data from ACT, Inc. for the class of 2015 suggest that only 29% of Nebraska's ACT-tested high school graduates are sufficiently prepared to succeed in all four common areas of entry-level college coursework: algebra, biology, English, and social science. (See Figure 1.1.b.5 on page 44.)

Furthermore, as shown below, compared to their white non-Hispanic and Asian classmates, even lower percentages of the state's Hispanic, Native American, black non-Hispanic, and multiracial high school graduates are adequately prepared for entry-level college coursework.

Percentages of 2015 ACT-Tested Nebraska High School Students Who Met or Exceeded ACT College Readiness Scores by Race/Ethnicity



Note. Data for Native Hawaiians and other Pacific Islanders is excluded from this figure due to the small number of individuals (28) who took the ACT Assessment. See Figure 1.1.b.7 (page 46).

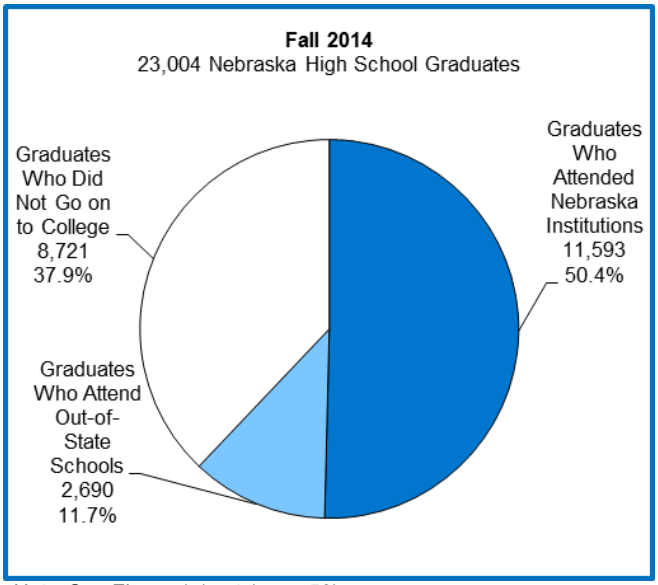
College continuation rates: using IPEDS data

The most common approach to estimating college continuation rates uses data collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics (NCES). The advantage of this approach is that, every other year, Nebraska's college-going rate can be compared directly to the rates of other states.

For Nebraska, the latest available IPEDS data are for the high school graduation class of 2013–2014 who continued to college in fall 2014. Of the 23,004 students who graduated from high school in 2013–2015, 37.9% did not go on to college in fall 2014, while 50.4% went to college in Nebraska and 11.7% went out of state to further their education.

Based on the latest available IPEDS data, a total of 62.1% of Nebraska's high school graduates from the class of 2013–2014 enrolled in college in fall 2014, a decrease of 1.4 percentage points from the 63.5% continuation rate in 2002.

Percentages of 2013–2014 Nebraska High School Graduates by Whether and Where They Went to College in Fall 2014



Note. See Figure 1.1.c.4 (page 59).

The latest available national college continuation rate data shows that Nebraska ranked 18th nationally in fall 2012 with a college continuation rate of 64.8% (compared to 61.6% nationally). (See Figure 1.1.c.3 on page 57.)

Enrollment of out-of-state and nonresident alien students

In addition to attracting a high percentage of the state's college-going high school graduates, Nebraska colleges enrolled 4,055 out-of-state and nonresident alien first-time freshmen in fall 2014. (See Figure 1.3.1 on page 77.) Additionally, at degree-granting institutions, the state imported 803 more first-time freshmen than it exported. (See Figure 1.3.3 on pages 80-81.)

Public high school college continuation rates based on National Student Clearinghouse data

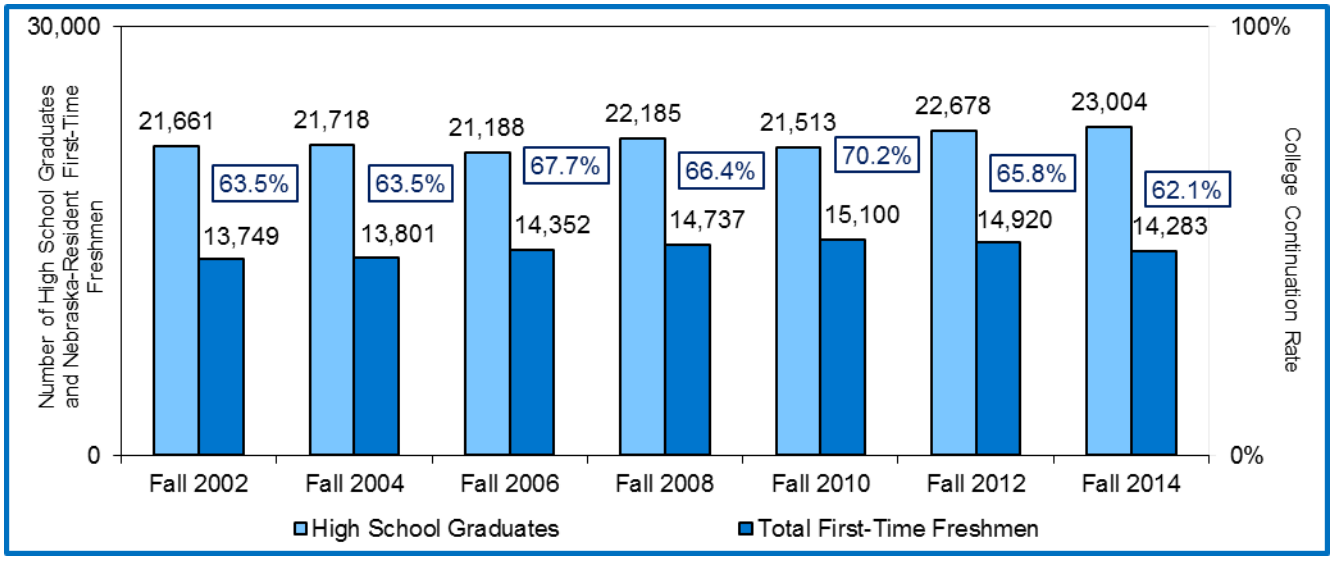
An alternative approach to calculating Nebraska's college-going rate is to annually use data obtained from the National Student Clearinghouse (NSC) in cooperation with the Nebraska Department of Education (NDE). An advantage of this approach is that college-going rates can be calculated every year and compared by student income level, gender, and race/ethnicity.[1]

Using NDE data matched with college enrollment files from the Clearinghouse, the Commission has conducted research to estimate the college-going rates of Nebraska's public high school graduates from 2007–2008 through 2014–2015.[2]

Data from the NDE matched with the NSC show that overall, 71.5% of 2013–2014 Nebraska public high school graduates continued onto college. 76.0% of female graduates continued on to college, compared to 67.0% of their male classmates.

As the charts on the next page illustrate, the college continuation rates for low-income graduates of Nebraska's public high schools are significantly lower than the comparable rate for

Nebraska College Continuation Rates Based on IPEDS Data



Note. See Figure 1.1.c.2 (page 56).

[1] Low-income students are defined as students who are approved to receive free or reduced-price school lunches. Non-low-income students are students who are not approved for free or reduced-price school lunches. This group may include some low-income students who do not sign up for free or reduced-price school lunches.

[2] College continuation rates based on NSC data files are not comparable to statewide rates based on IPEDS data for two reasons. First, available NDE data files do not include graduates of Nebraska's private (non-public) high schools. Second, NSC data files include students who first enrolled in college in the winter or spring, as well as those who started college in the fall or the preceding summer. As a result, the college-going rates based on NDE and NSC data files will be higher than those calculated using IPEDS data, even though they do not include graduates of the state's private high schools.

graduates from non-low income households, regardless of gender. However, female public high school graduates have consistently higher college-going rates than their male classmates, and the lowest college-going rates are for male public high school graduates from low-income households.

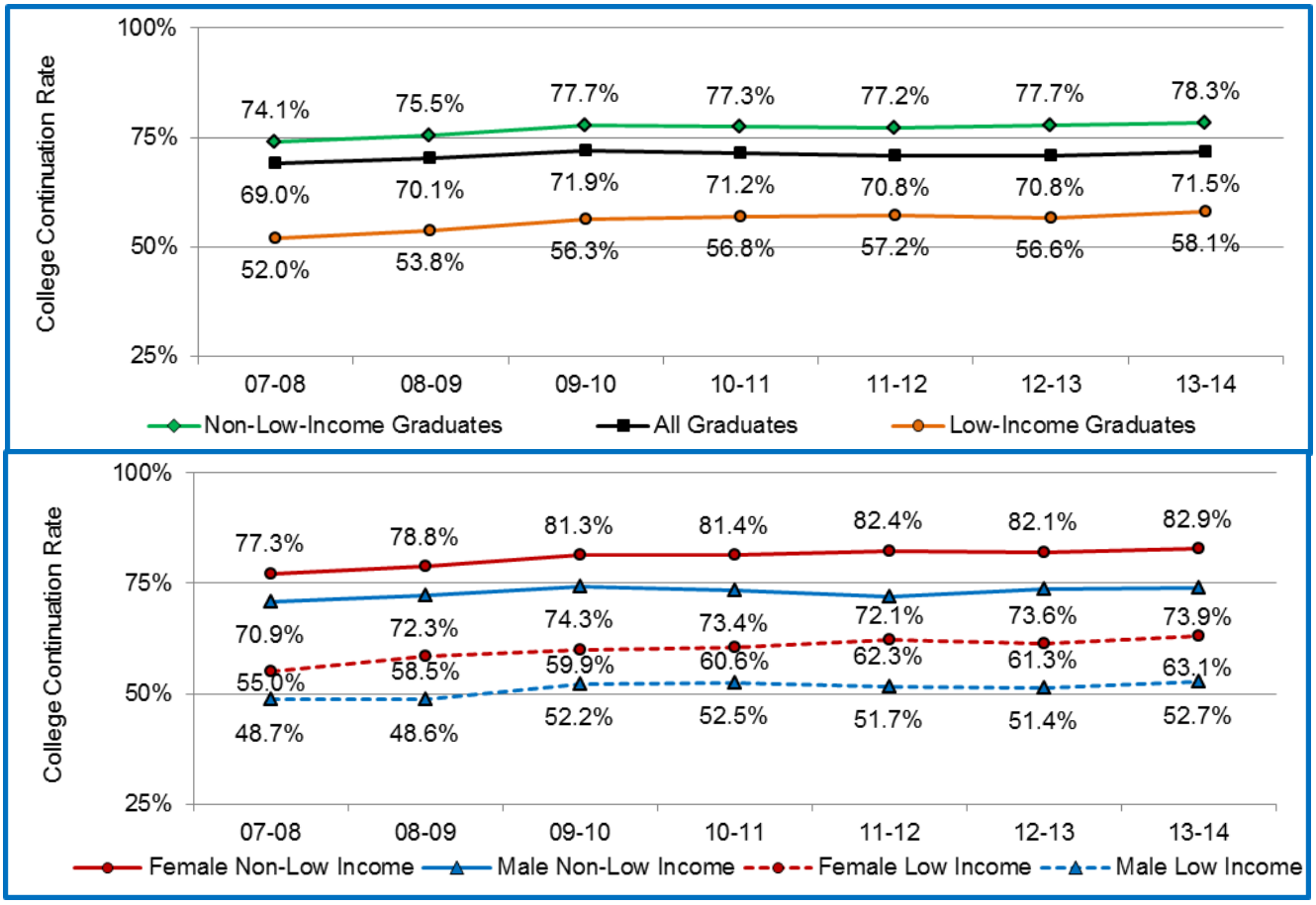
An important addition to the *2016 Progress Report* is the inclusion of college continuation rates by race/ethnicity. Segmenting college continuation rates by gender, student income status, and race/ethnicity results in college continuation rates for 24 subgroups.

Among graduates in 2013–2014, the highest college continuation rate among these 24 subgroups was for non-low-income, black non-Hispanic, female graduates (84.3%), while the lowest college continuation rate was for low-income, Native American, male graduates (38.7%). (See Figure 1.1.c.10 on page 66.)

National estimates of college continuation rates for high school graduates

Using data from the U.S. Census Bureau's Current Population Survey, the Bureau of Labor Statistics (BLS) estimates the national college continuation rate for January-October 2014 high school graduates to be 68.4%. Mirroring a similar gender gap as is seen in Nebraska, national estimates show that females are more likely than males to continue on to college—64.0% for males versus 72.7% for females. (See Figure 1.1.c.11 on page 68.)

College Continuation Rates for Nebraska Public High School Graduates
Based on National Student Clearinghouse Data



Note. See Figure 1.1.c.7 (page 63) and Figure 1.1.c.9 (page 65).

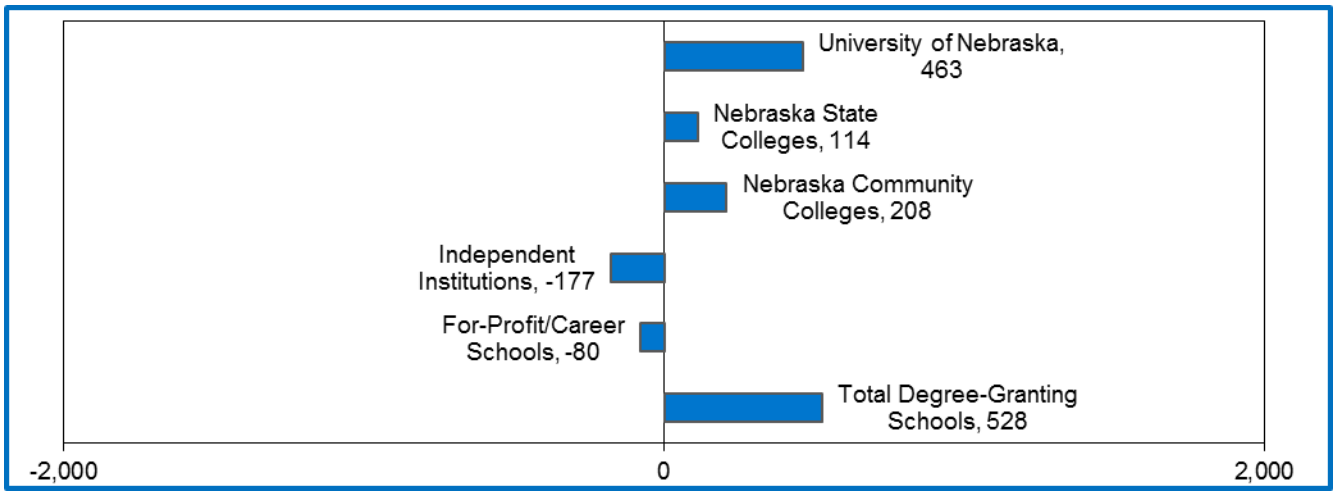
Trends in first-time freshmen enrollments

Using IPEDS data collected every other year, the Commission monitors the enrollment of first-time freshmen who are residents of Nebraska, classified by whether they start college within 12 months of high school graduation or wait to enroll in college more than 12 months after they graduate from high school.

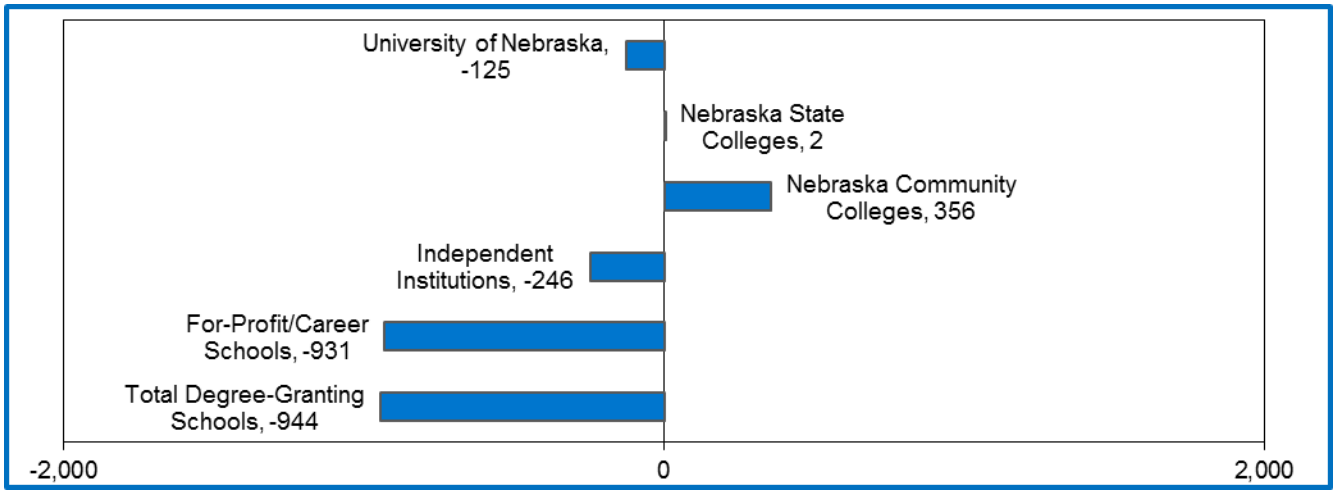
The Commission's latest analysis reveals that between fall 2002 and fall 2014, the number of first-time freshmen (FTF) who enrolled *within a year of high school graduation* increased at the University of Nebraska (8.7%), the state colleges (13.0%), and the community colleges (7.1%). Meanwhile, the independent sector and for-profit/career schools reported decreases of 10.2% and 65.6%, respectively.

Analysis also reveals that the number of FTF who started college *more than a year after high school graduation* decreased between fall 2002 and fall 2014 within all sectors, except the Nebraska state colleges and the community colleges.

Changes in the Numbers of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions within 12 Months of High School Graduation Fall 2014 Compared to Fall 2002



Changes in the Numbers of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions More than 12 Months After High School Graduation Fall 2014 Compared to Fall 2002



Note. See Figure 1.2.2 (page 74) and Figure 1.2.4 (page 76).

First-time freshmen enrollments by race/ethnicity

Based on IPEDS data collected annually, higher numbers of Asian/Pacific Islanders, Hispanics, and black non-Hispanics were enrolled at Nebraska institutions in fall 2014 than in fall 2003. Over the same period, there was a predictable decrease in the number of white first-time freshmen, given the decrease in the number of white non-Hispanics who graduated from Nebraska's high schools in 2013–2014 compared to 2002–2003. (See Figure 1.4.1 and Figure 1.4.2 on page 84.)

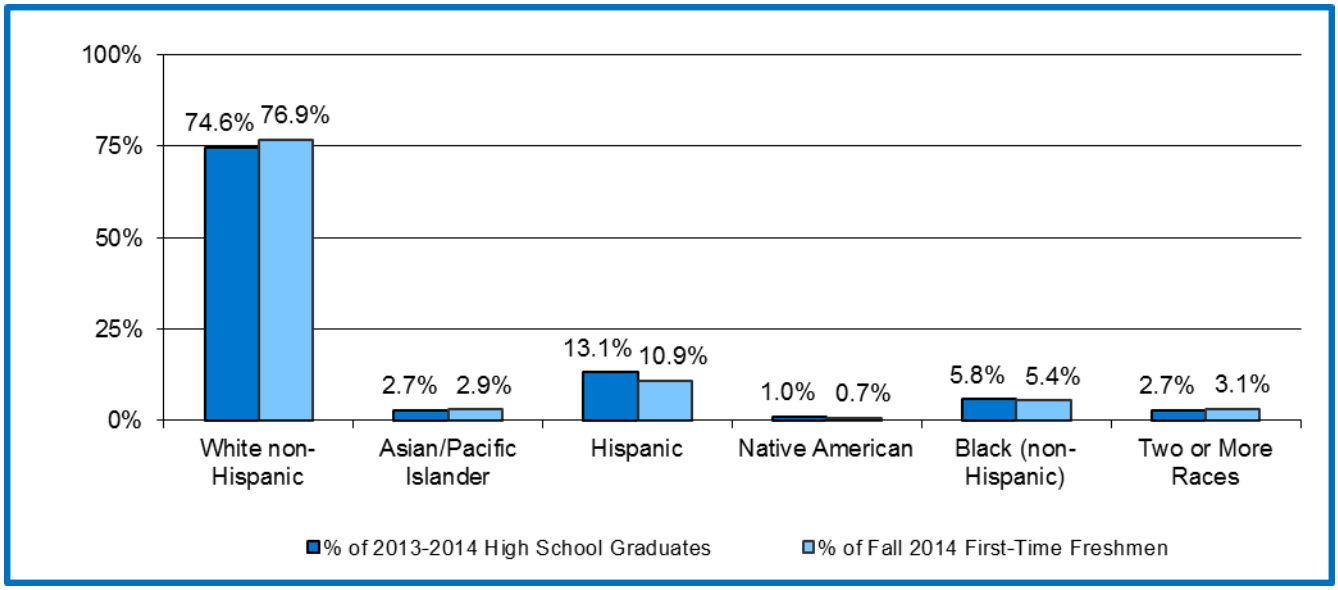
As previously discussed, disproportionately lower percentages of Asians/Pacific Islanders, Hispanics, Native Americans, black non-Hispanics, and multiracial students graduate from Nebraska high schools compared to white non-Hispanic students.

Furthermore, as evidenced in Section 1.1.c of this report, college continuation rates for Hispanics, Native Americans, black non-Hispanics, and multiracial graduates are lower than college continuation rates for white non-Hispanic and Asian/Pacific Islander graduates.

As shown in the chart below, white non-Hispanics, Asians/Pacific Islanders, and multiracial individuals were overrepresented among first-time freshmen in fall 2014, while Hispanics, Native Americans, and black non-Hispanics were underrepresented among first-time freshmen in fall 2014.

There were 2,088 more minority students attending Nebraska colleges as first-time freshmen in fall 2014 than in fall 2003, an increase of 104.1%. In comparison, there were 2,205 fewer white non-Hispanic first-time freshmen in fall 2014 than in fall 2003, a decrease of 14.0%.

Percentages of 2013-2014 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Colleges and Universities in Fall 2014 by Race/Ethnicity



Note. See Figure 1.4.3 (page 85).

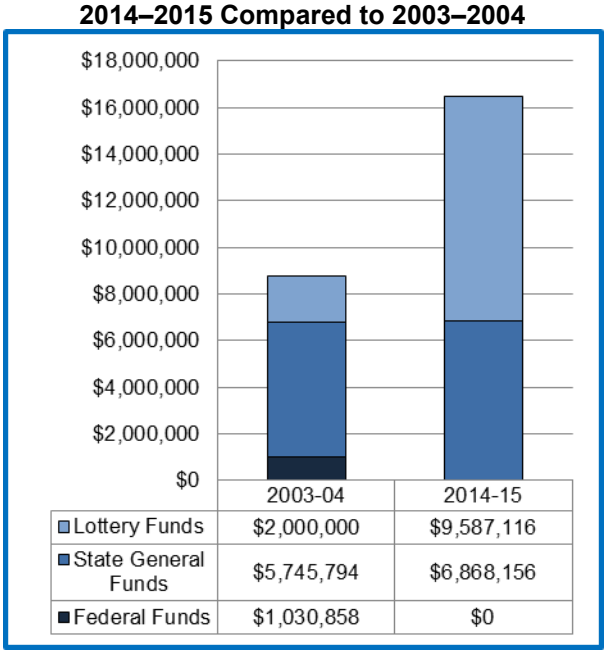
The importance of state-funded financial aid

Since 2003, Nebraska has made progress toward the goal of improving access to higher education by increasing the amount of state funds allocated for need-based financial aid. However, additional financial aid is needed to enable more of Nebraska's low-income and moderately low-income students to go to college, stay enrolled and complete degrees.

Nebraska currently provides need-based financial aid to college students through the Nebraska Opportunity Grant Program, originally authorized as the Nebraska State Grant Program by the Nebraska Scholarship Act, which was passed by the Legislature in 2003.

Including state lottery and federal funds, total dollars available for the state grant program increased from $8,776,652 in 2003–2004 to $16,455,272 in 2014–2015.

Available Funding for Nebraska's State Grant Program 2014–2015 Compared to 2003–2004



	2003-04	2014-15
Lottery Funds	$2,000,000	$9,587,116
State General Funds	$5,745,794	$6,868,156
Federal Funds	$1,030,858	$0

Note. See Figure 1.5.1 (page 92).

As a result of increased funding, the number of low-income students served by the state grant program increased 22.3%, from 13,031 in 2003–2004 to 15,943 in 2014–2015, and the average award increased from $670 to $1,032. (See Figure 1.5.2 on page 93.)

The success of the ACE Scholarship Program

The state-funded Access College Early (ACE) Scholarship Program, which was initiated in 2007–2008, enables eligible low-income students to take college courses while they are still enrolled in high school.

Using state and federal funds, the amount awarded in ACE scholarships increased from $114,856 in 2007–2008 to $953,596 in 2014–2015. For 2015–2016, an estimated $781,176 is available for ACE scholarships.

In 2007–2008, 294 Nebraska high school students took 1,698 credit hours of college coursework paid for by their ACE scholarships. With increased funding, 1,919 low-income Nebraska high school students were able to take 13,785 credit hours of college coursework in 2014–2015. (See Figure 1.5.6 on page 103.)

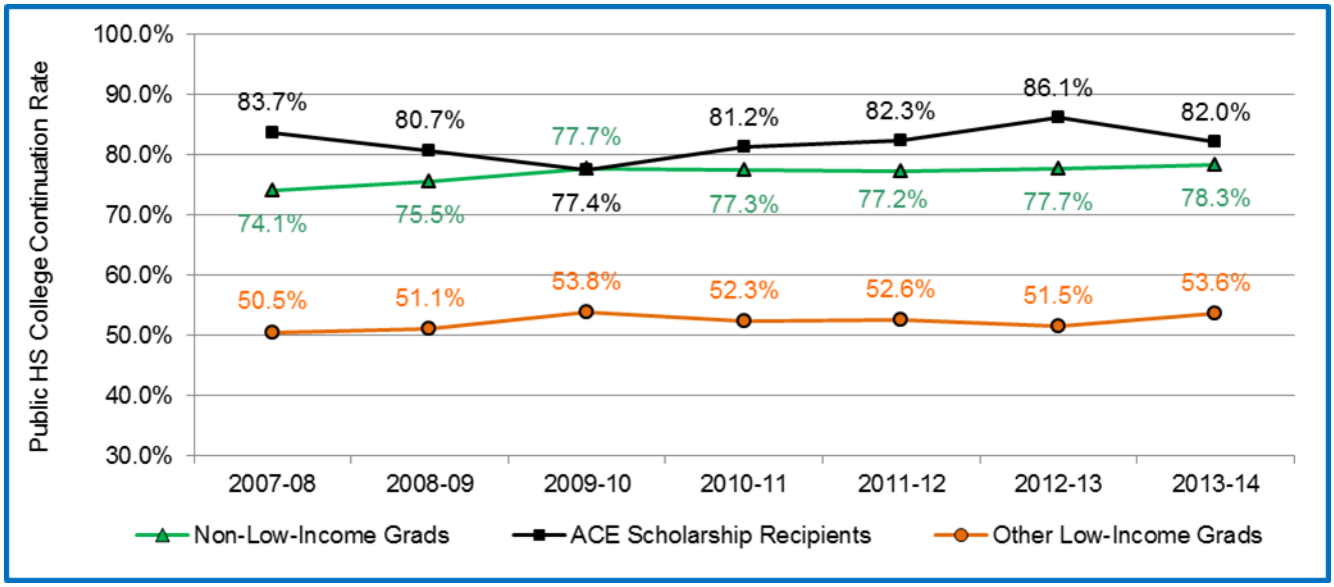
Research on the college continuation rates of ACE Scholarship recipients

The number of students who received ACE scholarships when they were seniors at Nebraska public high schools increased from 215 in 2007–2008 to 1,051 in 2014–2015.

As illustrated in the chart on the following page, the college continuation rates of ACE scholarship recipients are significantly higher than the college-going rates of other low-income public high school graduates.

Since inception, the college-going rates of ACE scholarship recipients also have been higher than, or about equal to, the college-going rates of non-low-income graduates of the state's public high schools.

College Continuation Rates for ACE Scholarship Recipients
Compared to the College Continuation Rates of Other Public High School Graduates



Note. See Figure 1.5.11 (page 107).

The ACE Plus Scholarship

The ACE Plus Scholarship Program was initiated in 2011–2012 to provide assistance to first- and second-year college students who were ACE scholarship recipients prior to graduating from high school. Initially funded with $223,000 of a federal College Access Challenge Grant, ACE Plus scholarships were awarded to 317 eligible students in 2011–2012.

With $242,500 in funding, 327 eligible students were awarded ACE Plus scholarships 2015–2016 to help them with their college expenses during their first or second year of college. (169 scholarships were awarded for the first year of college while 158 were awarded for their second year of college.)

Of the 158 students who received ACE Plus scholarships for their second year of college, approximately 81% had 3.0 or higher grade-point averages (GPAs) after their first year of college, and about 59% had first-year GPAs of 3.5 or higher. (See Figure 1.5.14 and Figure 1.5.16 on pages 114 and 115.)

No funding is available for the ACE Plus program in 2016–2017.

Priority 2

Increase the percentage of students who enroll and successfully complete a degree

Success is measured not only by the number of freshmen who enroll in college, but by those who stay in college beyond their freshmen year and earn degrees or other awards.

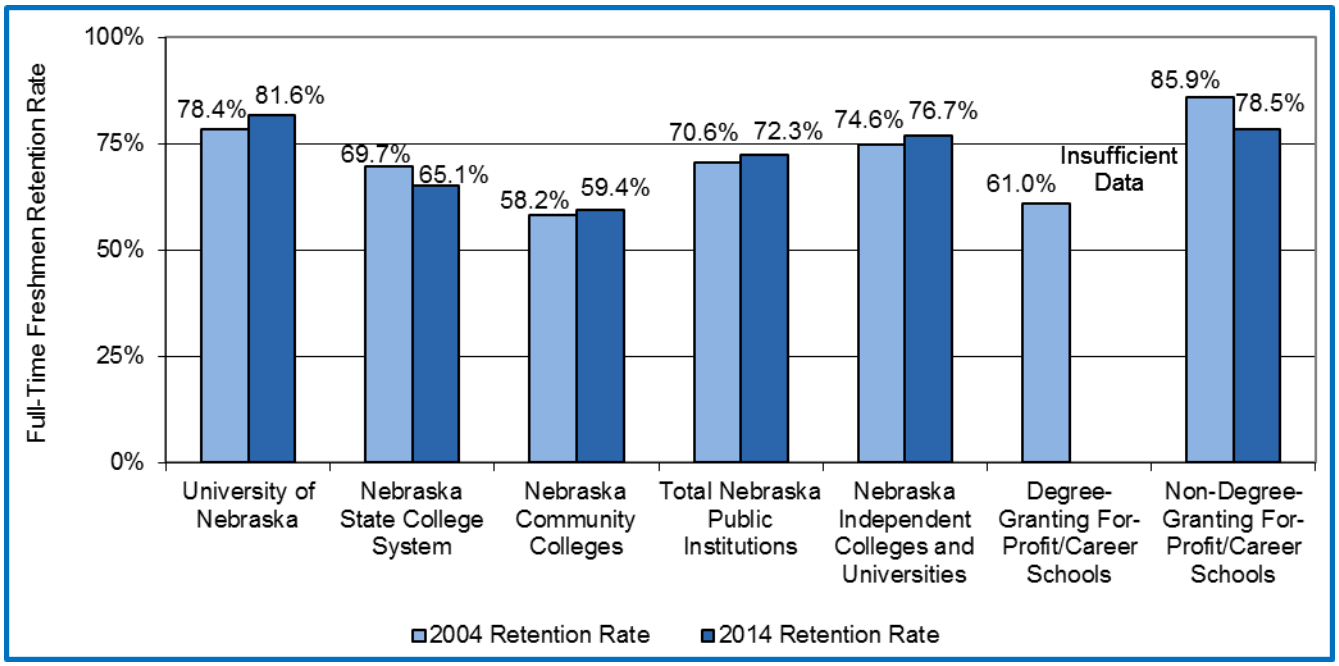
Based on IPEDS data that are collected annually, freshmen retention rates and graduation rates are not improving across all sectors of higher education in Nebraska.[3] Analyses of IPEDS data also show that there are continuing racial/ethnic disparities in graduation rates.

Analysis of records at the National Student Clearinghouse provides evidence that notable percentages of students who start college at Nebraska's public and independent institutions transfer to other schools where they persist in their studies and earn degrees or certificates. This study also reveals that students who attend college part time are far less likely to complete their degree or certificate program than students who attend college full time.

Freshmen retention rates

As shown in the chart below, full-time freshmen retention rates for the Nebraska State College System and the non-degree-granting career schools were lower in fall 2014 than they were in fall 2004. For the remaining sectors, full-time retention rates were higher in fall 2014 than they were in fall 2004 or data are not sufficient to

Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector
Fall 2014 Compared to Fall 2004 Baseline



Note. See Figure 2.1.1 (page 121).

[3] The freshmen retention rate is the number of freshmen who are enrolled at the same college one year later. The IPEDS definition of a college graduation rate is the percentage of full-time, first-time freshmen who complete their degree programs at the same college within 150% of the time specified for the programs. For example, the specified time frame for four-year programs is six years, while the time frame for two-year programs is three years.

compute a sector retention rate for fall 2014.

Retention rates for full-time students in fall 2014 varied between the sectors, ranging from 59.4% at the community colleges to 81.6% at the University of Nebraska.

The non-degree granting career schools and the independent colleges and universities also had relatively high fall 2014 retention rates of 78.5% and 76.7%, respectively.

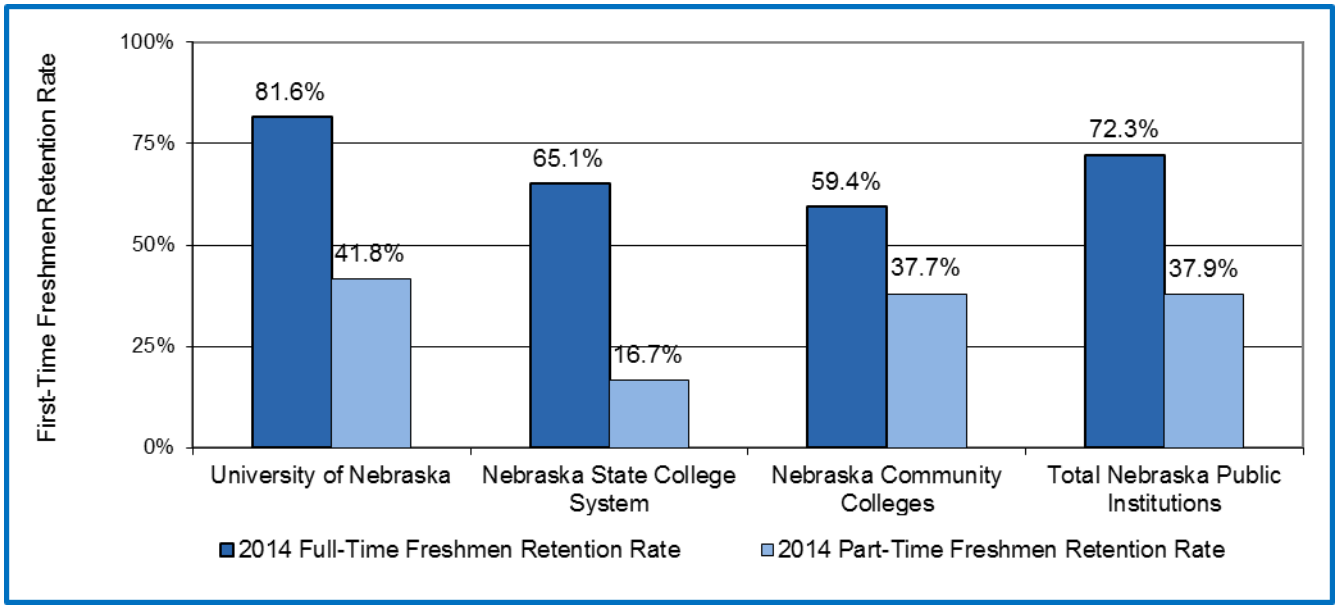
Full-time and part-time retention rates compared

A statewide retention rate for part-time, first-time freshmen cannot be calculated due to insufficient data from some institutions. However, the freshmen retention rates for full-time and part-time students at the state's public institutions can be compared as shown in the chart below. This comparison clearly indicates that students who start college full time are much more likely than part-time students to continue going to college beyond their freshmen year. Conversely, freshmen who attend college only part time are less likely to continue their studies and, therefore, are less likely to earn degrees.

Nebraska freshmen retention rates compared to those of other states

Nebraska's retention rates for 2014 are lower than corresponding national rates. For four-year public institutions, Nebraska's full-time retention rate was 79.0% and its part-time retention rate was 39.7% (compared to 80.8% and 52.5% nationally). For two-year public institutions, Nebraska's full-time retention rate was 59.7% and its part-time rate was 37.7% (compared to 60.3% and 43.3% nationally). (See Figure 2.1.3, Figure 2.1.4, Figure 2.1.7, and Figure 2.1.8 on pages 124, 125, 128, and 129.)

Fall 2014 Full-Time and Part-Time Freshmen Retention Rates for Students in Nebraska's Public Colleges and Universities



Note. See Figure 2.1.1 (page 121) and Figure 2.1.2 (page 122).

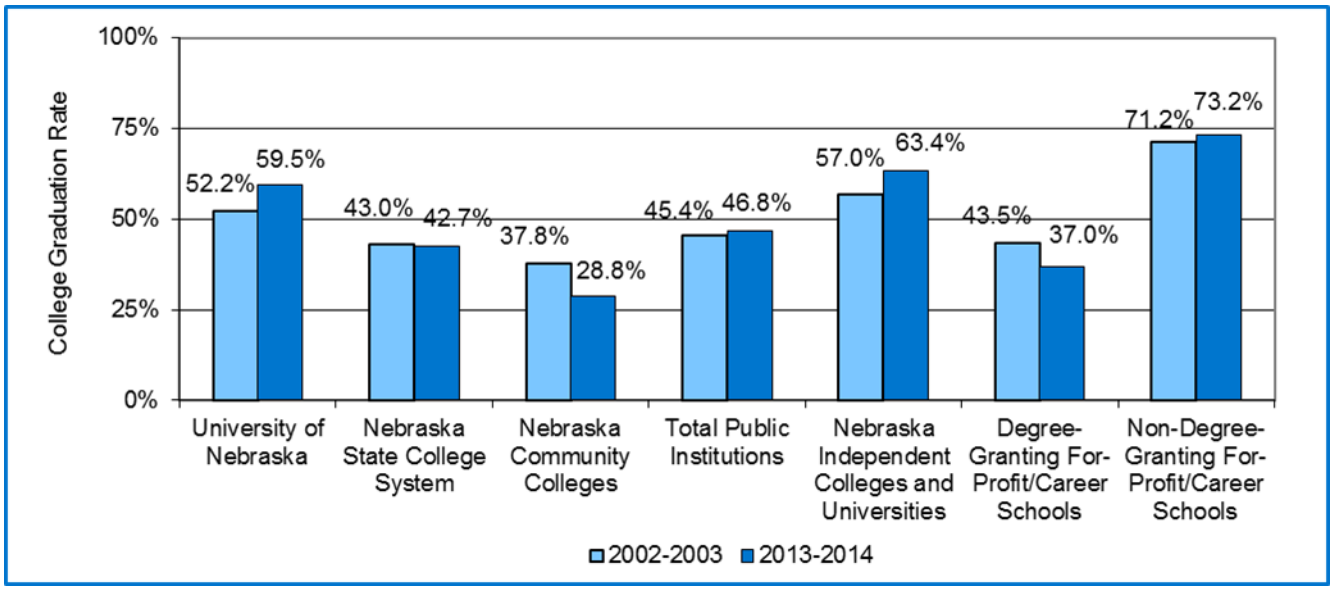
College graduation rates based on IPEDS data

Graduation rates based on IPEDS data can be calculated only for full-time students who graduate from the same college where they started as first-time freshmen. Because transfer students are not counted among the graduates of any reporting institution, IPEDS graduation rates underestimate the percentage of full-time, first-time freshmen who complete degree, certificate, or diploma programs. In addition, IPEDS graduation rates cannot be calculated for any students who initially attend college part time.

Based on IPEDS data, the statewide graduation rate for Nebraska institutions increased from 48.4% in 2002–2003 to 50.0% in 2013–2014, the latest year for which data are available. (See Figure 2.2.1 on page 131.)

In 2013–2014, the highest graduation rate among the six sectors of higher education in Nebraska was 73.2%, which was the rate for the non-degree-granting, for-profit schools. The next highest rates were 63.4% for the independent institutions and 59.5% for the University of Nebraska.

Graduation Rates for Nebraska Postsecondary Institutions by Sector
2013–2014 Compared to 2002–2003



Note. See Figure 2.2.2 (page 132).

Racial/ethnic disparities in graduation rates

As shown in the chart below, Hispanics, Native Americans, black non-Hispanics, and multiracial students have significantly lower college graduation rates than white non-Hispanics and Asian/Pacific Islanders.

Between 2002–2003 and 2013–2014, graduation rates for all racial/ethnic groups increased at the University of Nebraska. (See Figure 2.2.4 on page 135.)

Graduation rates for the Nebraska State College System increased for white non-Hispanics, Hispanics, and black non-Hispanics but decreased for Asian/Pacific Islanders and Native Americans. (See Figure 2.2.5 on page 136.)

Meanwhile, rates at the state's community colleges decreased for all racial/ethnic groups except for Hispanics. This is possibly due, at least in part, to the increasing number of students who have enrolled in academic transfer programs and transfer before they graduate from the community colleges. (See Figure 2.2.6 on page 136.)

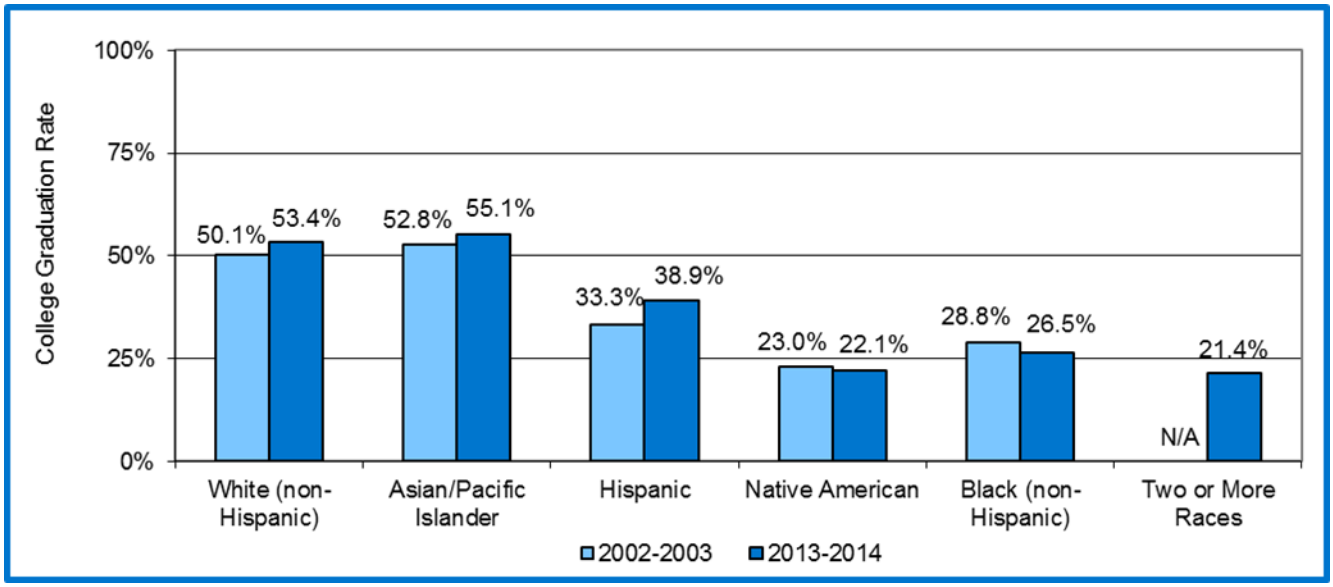
Graduation rates increased for white non-Hispanics and black non-Hispanics within the independent sector (see Figure 2.2.7 on page 137) and the sectors consisting of degree-granting. (See Figure 2.2.8 on page 135.)

At the degree-granting and non-degree-granting for-profit career schools, graduation rates increased for white non-Hispanics, Asian/Pacific Islanders, and Hispanics but decreased for black non-Hispanics. However, rates varied for Native Americans. (See Figure 2.2.8 and Figure 2.2.9 on page 136 and 137.)

Nebraska graduation rates compared to those of other states

Nebraska's 2013–2014 graduation rate for four-year institutions was 57.9%, compared to 54.4% nationally. For two-year institutions, Nebraska's graduation rate was 29.3%, compared to 27.9% nationally. (See Figure 2.2.10 and Figure 2.2.11 on pages 139 and 1421)

Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity 2013–2014 Compared to 2002–2003



Note. See Figure 2.2.2 (page 134).

Graduation and persistence rates based on National Student Clearinghouse data

The National Student Clearinghouse Research Center recently conducted a study of six-year student outcomes based on a national cohort of degree-seeking, first-time freshmen who started college in fall 2008, analyzed by state as well as for the United States as a whole.

For the study, students were classified by the state of the institution where they first started college and by type of institution. Based on Clearinghouse enrollment and completion records, comparable six-year completion and persistence rates were calculated for the students who started college at (a) two-year public colleges, (b) four-year public colleges and universities, and (c) four-year private nonprofit institutions.[4]

In addition, completion and persistence rates were calculated for exclusively full-time students, exclusively part-time students, mixed enrollment students with combinations of full- and part-time enrollment, students who started college when they were 20 years of age or younger, students who started college when they were 21 to 24 years of age, and students who were 25 or older when they first enrolled in college.

The completion and persistence rates that the Clearinghouse calculated for Nebraska were sometimes higher and sometimes lower than the comparable national rates, depending on the type of institution and the student enrollment or age group that was analyzed.

More importantly, the findings of the study confirm that college completion and persistence rates vary significantly by student enrollment status and age group, as well as by the type of institution where students first enroll.

The findings of the Clearinghouse study are evidence that students who enroll initially at four-year institutions—public or private nonprofit—are more likely to earn degrees or certificates, or at least persist in their studies, than students who start college at two-year institutions, regardless of whether they enroll full or part time.

However, students who are able to attend college full time—exclusively or at least sometime during the course of their studies—are much more likely to earn degrees or certificates and less likely to drop out of college than students who go to college only part time.

The findings of the Clearinghouse study also are evidence that students who start college when they are age 20 or younger are more likely to persist in their studies and complete degree or certificate programs than students who don't start college until they are over the age of 20. This is not surprising since non-traditional students often have family and work responsibilities that may be equally or more important than finishing college.

The completion rates calculated by the Clearinghouse also confirm that a notable percentage of freshmen start college at one institution and then transfer to another where they complete a program of study. Specifically, 14% to 19% of the degree-seeking, first-time students at Nebraska's public and private nonprofit institutions in fall 2008 graduated from two-year or four-year schools to which they had transferred. (See Figure 2.3.3 on page 146.)

Another finding of interest is that 15.9% of the students who initially enrolled at Nebraska's two-year public colleges in fall 2008 graduated from four-year institutions over the course of the next six years. (See Table A12.2 on page 341.)

[4] Completion rates and graduation rates are synonymous terms. In general, a completion or graduation rate is the percentage of students in a specified cohort who earn degrees, certificates, or diplomas within a specified period of time. A persistence rate is the percentage of the students in a cohort who have not earned degrees or other academic awards but who are still enrolled in college at the end of a specified period of time.

Priority 3

Reduce, eliminate, and then reverse the net out-migration of Nebraskans with high levels of educational attainment

Data from the 2000 U.S. Census revealed that Nebraska experienced a net out-migration of college-educated adults at all levels of education beyond high school between 1995 and 2000. During the same period, Nebraska attracted a significant net in-migration of adults with less than a high school education.

Beginning in 2005, the U.S. Census Bureau started collecting data annually through the American Community Survey (ACS) to estimate net migration by education level for each state. Since the resulting annual ACS estimates for Nebraska are based on very small samples of the people who move in or out of the state, these estimates vary dramatically from one year to the next. Because these estimates are based on very small sample sizes, they do not provide policy makers with a clear, complete picture of the migration patterns of adults who are moving to or from Nebraska.

Based on ACS data collected from 2005 and 2008 to 2011, Nebraska seems to attract more working-age adults with less than a high school diploma than have left the state. However, ACS data are inadequate to determine the exact magnitude of this important migration trend.

Based on ACS data collected from 2007 and 2009 to 2011, Nebraska also may have experienced a net in-migration of working-age adults with high school diplomas, some college but no degrees, associate's degrees, or bachelor's degrees, but the evidence is inconclusive, and the migration estimates are unstable from year to year.

Data from the 2012 ACS suggest that there was a net out-migration of working-age adults with less than a high school diploma.

Based on ACS data collected in 2013, there was a net out-migration of working-age adults with bachelor's degrees.

Data from the most recent ACS in 2014 indicate that there was a net in-migration of working-age adults with less than a high school diploma, high school graduates, and individuals with associate's degrees. (See Figure 3.2 on page 159.)

Although data currently available from the U.S. Census Bureau do not reveal a clear picture of Nebraska migration patterns, there is still reason to be concerned about the possible effects of migration on the size and quality of the state's labor force. Consequently, the Commission will continue to monitor the available estimates of net migration by education level in an effort to determine if a clear, overall picture of Nebraska's net migration pattern eventually emerges from the analysis of data from the U.S. Census Bureau.

Conclusion

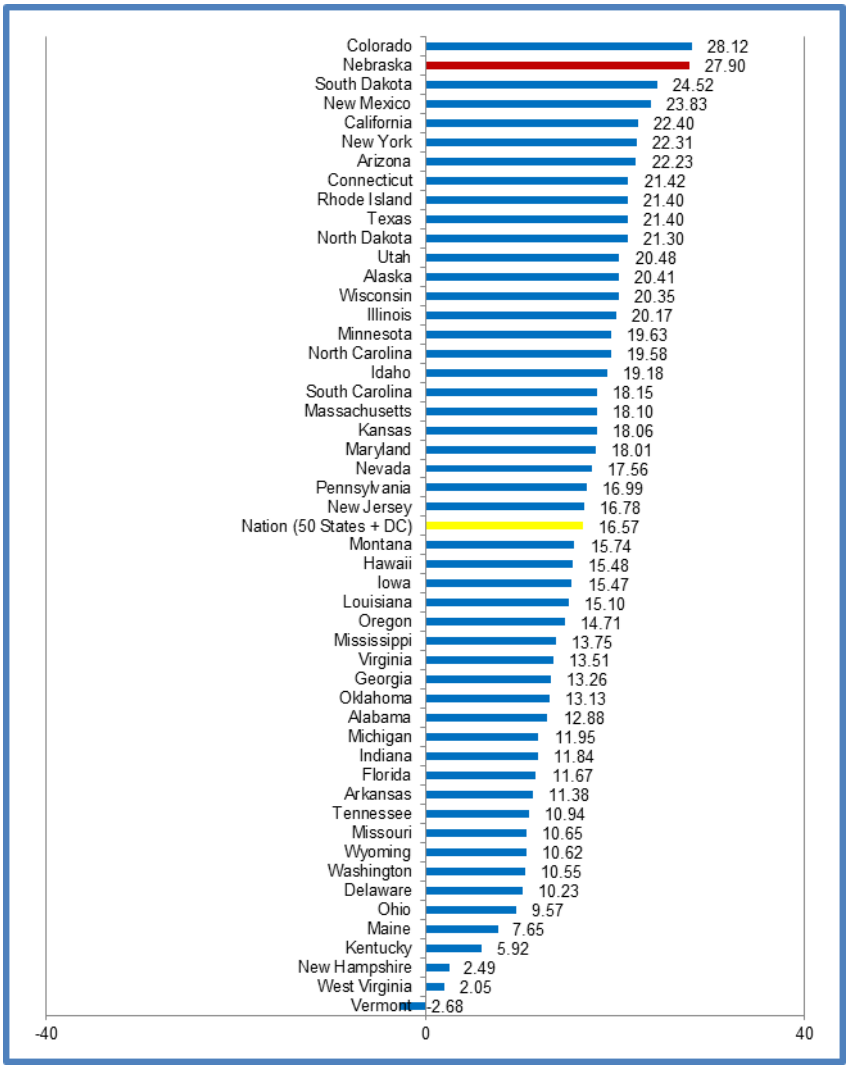
Attainment Gap

The consequence of the disparities in high school graduation rates, college continuation rates, and college graduation rates is that Nebraska's gap in educational attainment between whites and minorities (i.e., not white non-Hispanic) is the second largest in the nation.

In Nebraska, 54.11% of 25-to-44-year old, white non-Hispanics have completed an associate's degree or higher. In comparison, only 26.20% of 25-to-44-year old minorities have completed an associate's degree or higher. As shown below, the net difference is an attainment gap of 27.90.

Nationally, 45.85% of 25-to-44-year old, white non-Hispanics have completed an associate's degree or higher. In comparison, only 32.28% of 25-to-44-year old minorities have completed an associate's degree or higher.

Estimated Difference in College Attainment Between Whites and Minorities
Ages 25 to 44 by State
Based on the 2012–2014 American Community Survey (ACS)



Data source: Estimates based on the 2012, 2013, and 2014 American Community Surveys, conducted by the U.S. Census Bureau, obtained from the National Center for Higher Education Management Systems (NCHEMS).

The findings evidenced in this report indicate that more work needs to be done in order for Nebraskans to enroll in college and successfully complete degrees.

At the High School Level:

- Increase the percentage of students who stay in school and earn diplomas. Nebraska's 2014–2015 public high school graduation rate is one of the best in the nation (89.7%), but disparities continue to be seen. While 92% of females graduate, only 86% of males earn diplomas. Disparities are even more pronounced between racial/ethnic groups with only 75% (black non-Hispanic) to 84% (two or more races) of minorities earning diplomas.

- Increase the percentage of students who are prepared academically for college. According to ACT, only 29% Nebraska's ACT-tested high school graduates are sufficiently prepared to succeed in college.

- Increase the number of students who take dual enrollment courses.

- For males, minorities, and low-income students especially, more effort needs to be exerted to increase:
 - The percentage who are prepared for college academically
 - The number who take dual enrollment courses
 - High school graduation rates
 - College-going rates

- Increase opportunities for students to connect to career pathways of interest to them that lead to employment and additional education.

At the Postsecondary Level:

- Increase the percentage of high school graduates who go on to college, encouraging as many as possible to enroll full-time and not delay enrollment. About 71.5% of Nebraska public high school graduates go on to college, but National Student Clearinghouse research shows that those who attend school full-time are much more likely to earn degrees than those who attend part-time.

- Increase awareness of the range of higher education opportunities and their associated career pathways, especially at the community colleges.

- Reach out to adults with college credit but no earned certificates or degrees.

- Increase efforts to improve retention and persistence rates. Full-time retention rates vary by sector, ranging from 59.4% at the community colleges to 81.6% at the University of Nebraska.

- Increase efforts to improve graduation rates for all students across all sectors of higher education in Nebraska, especially at the community colleges and for minority students at all institutions. While graduation rates are generally increasing for minority students, they continue to lag behind their white non-Hispanic and Asian classmates.

At the State Government Level:

- Continue to support and increase funding for the Nebraska Opportunity Grant program and the ACE program. (Note - funding for ACE Plus has been discontinued for 2016–2017.)

- Continue to adequately fund public colleges and universities to maintain affordable tuition and fees.

- Develop and build support for clear completion targets for Nebraska's public-funded colleges and universities.

- Initiate incentives for the state's public-funded colleges and universities to improve graduation rates and increase the number of degrees and certificates awarded.

- Encourage the growth of high-wage, high-skill jobs that keep Nebraska graduates in Nebraska and inspire students to pursue postsecondary credentials.

Institutions Reporting to the Integrated Postsecondary Education Data System (IPEDS) During the Period from 2003 to 2015

University of Nebraska (5)
- Nebraska College of Technical Agriculture
- University of Nebraska at Kearney
- University of Nebraska-Lincoln
- University of Nebraska Medical Center
- University of Nebraska at Omaha

Nebraska State College System (3)
- Chadron State College
- Peru State College
- Wayne State College

Nebraska Community Colleges (6)
- Central Community College
- Metropolitan Community College
- Mid-Plains Community College
- Northeast Community College
- Southeast Community College
- Western Nebraska Community College

Independent College & Universities (20)
- Bellevue University
- Bryan College of Health Sciences
- Clarkson College
- College of Saint Mary
- Concordia University-Seward
- Creighton University
- Dana College (closed in 2010)
- Doane College-Crete
- Doane College-Lincoln
- Grace University
- Hastings College
- Little Priest Tribal College
- Midland University
- Nebraska Christian College
- Nebraska Indian Community College
- Nebraska Methodist College of Nursing & Allied Health
- Nebraska Wesleyan University
- Summit Christian College
- Union College
- York College

Degree-Granting For-Profit/Career Schools (13)
- Alegent Health School of Radiologic Technology
- ITT Technical Institute-Omaha
- Kaplan University-Lincoln Campus
- Kaplan University-Omaha Campus
- Mary Lanning Memorial Hospital School of Radiologic Technology
- Myotherapy Institute
- National American University-Bellevue
- Omaha School of Massage and Healthcare of Herzing University
- The Creative Center
- Universal College of Healing Arts
- University of Phoenix-Omaha Campus (closed fall 2015)
- Vatterott College (closed fall 2005)
- Vatterott College-Spring Valley (in process of closing)

Non-Degree Granting For-Profit/Career Schools (8)
- Capitol School of Hairstyling and Esthetics
- College of Hair Design
- College of Hair Design-East Campus
- Fullen School of Hair Design
- Joseph's College
- La'James International College
- Regional West Medical Center School of Radiologic Technology
- Xenon International Academy-Omaha

2016 Nebraska Higher Education Progress Report

Introduction

The *2016 Nebraska Higher Education Progress Report* is the eleventh annual report designed to provide the Nebraska Legislature with comparative statistics to monitor and evaluate progress toward achieving three major goals for Nebraska's postsecondary education system. Developed by the LR 174 Higher Education Task Force in 2003, these key priorities are incorporated in subdivision (3) of LB 962 (2006), now Neb. Rev. Stat. § 85-1428, which states:

The Legislature finds that:

(1) Expansion and diversification of Nebraska's economy are necessary in order to sustain essential public services sponsored or aided by the state;

(2) Increasing the number of Nebraskans with high levels of educational attainment is essential to support economic expansion and diversification;

(3) In order to increase the number of Nebraskans with high levels of educational attainment, the state's postsecondary education system shall include, but not be limited to, the following key priorities that were identified by the LR 174 Task Force of 2003:

(a) Increasing the number of students who enter postsecondary education in Nebraska;
(b) Increasing the percentage of students who enroll, persist, and successfully complete a degree; and
(c) Reducing, eliminating, and then reversing the net out-migration of Nebraskans with high levels of educational attainment; and

(4) Unprecedented collaboration and cooperation between and among educational institutions and sectors will be necessary to develop community, regional, and statewide strategies to achieve progress toward these priorities and to assist the state in serving Nebraska students and allowing them to reach their academic caliber.[1]

The *2016 Nebraska Higher Education Progress Report* provides legislators and other state policy makers with a detailed comparative analysis to monitor progress toward the three key priorities listed above. Throughout this report, the most recently available statistics are compared to the quantitative baselines established in the *2004 Baseline Report for the LR 174 Higher Education Task Force* or the *2005 Nebraska Higher Education Progress Report for the LR Legislative Evaluation Task Force*. These comparisons evidence the extent to which Nebraska's postsecondary education system is making progress toward achieving the key priorities and corresponding strategic objectives recommended by the LR 174 Task Force.

Nebraska's postsecondary education system consists of five sectors of higher education. This report covers all five sectors and also includes important information about Nebraska high schools, which are a primary source of students for Nebraska's postsecondary institutions. As defined in the Coordinating Commission's *Comprehensive Statewide Plan for Postsecondary Education*, there are three public sectors of higher education in Nebraska:

[1] Neb. Rev. Stat. § 85-1429 requires the Coordinating Commission for Postsecondary Education to provide, on or before March 15 of each year, a report that evaluates progress toward the achievement of the priorities listed in § 85-1428.

University of Nebraska: The University of Nebraska provides extensive, comprehensive postsecondary education to Nebraska citizens through its four campuses: the University of Nebraska-Lincoln, the University of Nebraska at Omaha, the University of Nebraska at Kearney, and the University of Nebraska Medical Center. The two-year Nebraska College of Technical Agriculture, under the management of the Institute of Agriculture and Natural Resources at UNL, is also part of the University of Nebraska system.

Nebraska State College System: The state colleges at Chadron, Peru, and Wayne are regional institutions that provide educational programs and public services to meet needs indigenous to their service areas.

Nebraska Community Colleges: Community colleges provide educational options for students seeking entry-level career training. The education program may culminate in an applied technology associate degree, diploma, or certificate; or an associate of arts or associate of science degree from an academic transfer program. Nebraska's six public community colleges are: Central, Metropolitan, Mid-Plains, Northeast, Southeast, and Western Nebraska.

In addition to the public colleges and universities, private not-for-profit, private for-profit, and federally-funded tribal colleges operating in Nebraska and are categorized into one of two categories:

Nebraska Independent Institutions: All institutions in this sector are not-for-profit colleges, which includes 14 private institutions that are members of the Association of Independent Colleges and Universities, two private not-for-profit Christian colleges, and two federally-funded tribal colleges.

Nebraska For-Profit/Career Schools: All institutions in this sector are private for-profit colleges, except for the three schools of radiologic technology. Institutions in this sector offer programs in areas such as cosmetology, business, allied health, real estate, and skilled crafts. This sector is also referred to as the private career school sector.[2]

The *2016 Progress Report* provides an update of every section of the 2015 report—from an analysis of the pool of Nebraska high school graduates preparing for college to the migration of educated Nebraskans to and from the state—provided that updated information is available to report. Copies of all previous progress reports are available on the Coordinating Commission's website: ccpe.nebraska.gov. However, due to data corrections and additions to the Commission's database that have been made since the previous reports were published, **the *2016 Progress Report* supersedes all previous editions**.

In updating this report, the Coordinating Commission always uses the latest data available for analysis. However, for several of the analyses for this report, the Commission has to rely primarily on data collected through the Integrated Postsecondary Education Data System (IPEDS), which is maintained by the National Center for Education Statistics (NCES) in the U.S. Department of Education. Data obtained from the NCES are usually not available for six to nine months after they have been collected through IPEDS, and some data are collected only every other year. Consequently, the latest data available for analysis may not be the most current data.

[2] A few for-profit/career schools are not included in this analysis because: 1.) The institution is not required to report school statistics to the Integrated Postsecondary Education Data System (IPEDS), or 2.) The institution reports school statistics to IPEDS, but it has campuses in multiple states and reports combined data for multiple campuses (known as "parent/child" reporting).

Section 1
Increasing Postsecondary Enrollment

Priority 1. Increase the number of students who enter postsecondary education in Nebraska.

The first priority recommended by the 2003 LR 174 Task Force is to increase the number of students who enter postsecondary education in Nebraska. To generally monitor progress toward achieving this goal, this section compares the latest available total student unduplicated headcounts and enrollments of first-time freshmen to fall 2003 baselines within the context of 12-year trends.

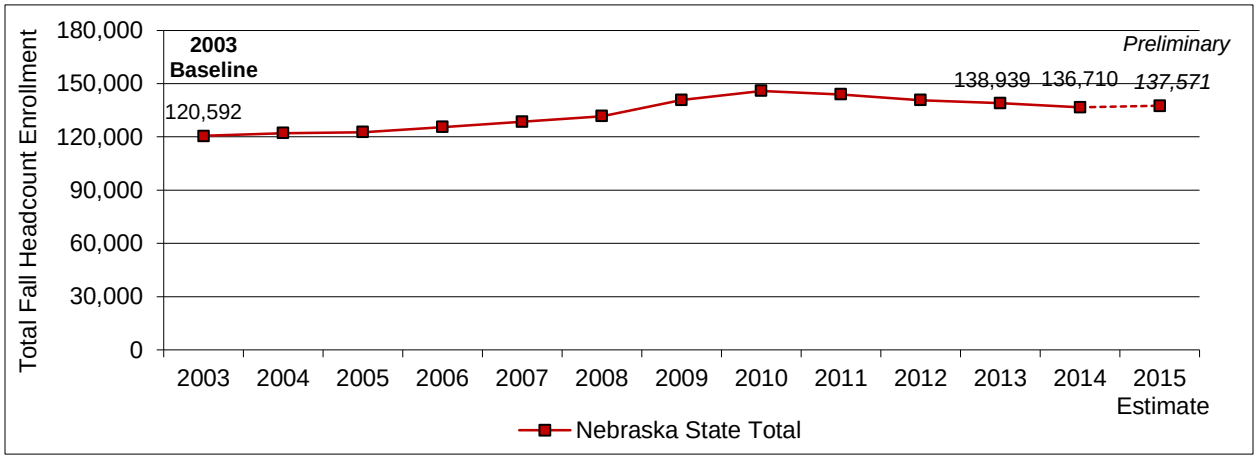
The National Center for Education Statistics (NCES) in the U.S. Department of Education is the official source of the enrollment data summarized for fall 2003 through fall 2014. Enrollments for fall 2015 are preliminary, based on estimates that institutions reported directly to the Coordinating Commission for Postsecondary Education.

Nebraska Total Fall Headcount Enrollment

- Total headcount—the count of all students taking courses for credit—at Nebraska's public, independent, and for-profit postsecondary institutions increased steadily from 120,592 in fall 2003, which is the baseline for this report, to 145,893 in fall 2010. However, total enrollment decreased an estimated 5.8% between fall 2010 and fall 2015. As a result, total headcount enrollment increased from 120,592 in fall 2003 to an estimated 137,571 in fall 2015, for a 12-year increase of 14.1%, as shown in Figure 1.1.

Figure 1.1

Total Fall Headcount Enrollment at Nebraska Postsecondary Institutions
Fall 2003 through Fall 2015



Note. See Table A1.1 and Table A1.2 in Appendix 1 for supporting data. Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

Nebraska Total Fall Headcount Enrollment by Sector

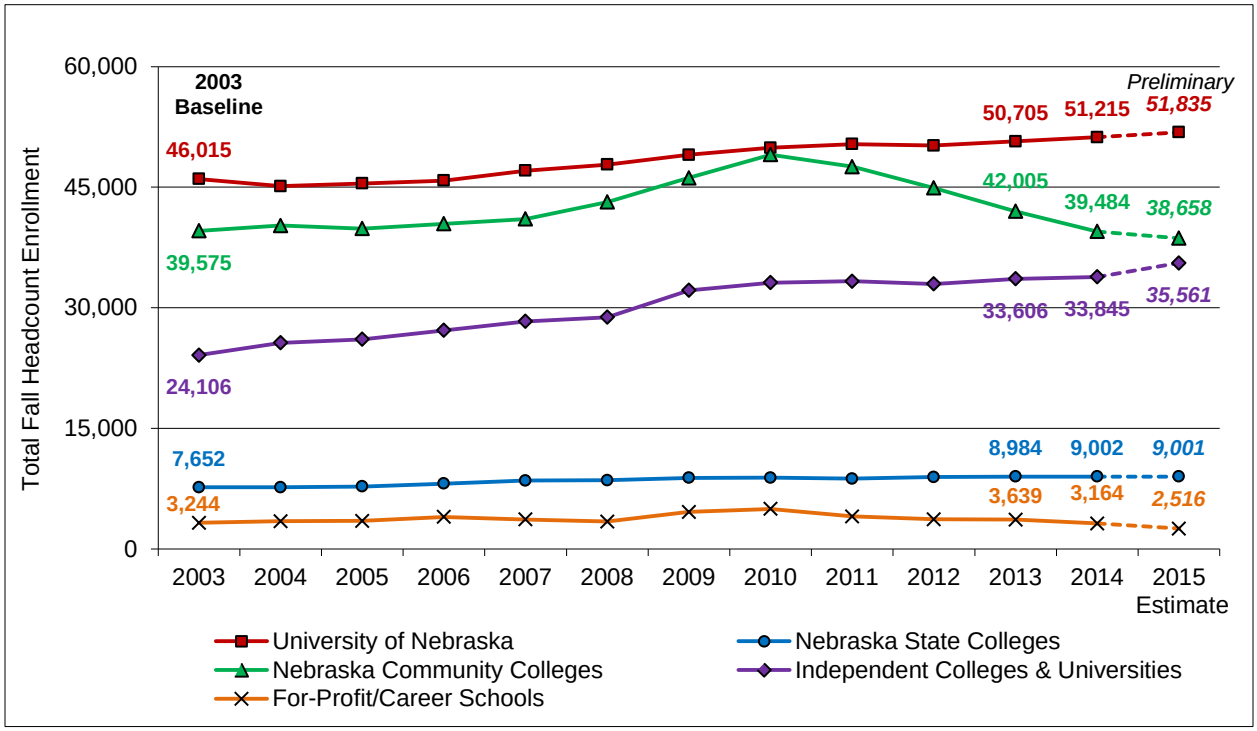
- The University of Nebraska continues to lead the state's higher education system in terms of fall headcount enrollment. As shown in Figure 1.2, Nebraska's state colleges and independent (not-for-profit) institutions have also contributed positively to the state's increased enrollment since 2003. However, based on preliminary data for fall 2015, Nebraska's community colleges and for-profit/career schools experienced decreases in enrollments between fall 2003 and fall 2015.

- By sector, Nebraska's postsecondary enrollment has changed as follows:

Sector	1-Year Change 2013 to 2014	*Est. 1-Year Change 2014 to 2015*	11-Year Change 2003 to 2014	*Est. 12-Year Change 2003 to 2015*
University of Nebraska	1.0%	*1.2%*	11.3%	*12.6%*
Nebraska State College System	0.2%	*0.0%*	17.6%	*17.6%*
Nebraska Community Colleges	-6.0%	*-2.1%*	-0.2%	*-2.3%*
Independent Colleges & Universities	0.7%	*5.1%*	40.4%	*47.5%*
For-Profit/Career Schools	-13.1%	*-20.5%*	-2.5%	*-22.4%*

Figure 1.2

Fall Headcount Enrollment at Nebraska Postsecondary Institutions by Sector
Fall 2003 through Fall 2015



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

Nebraska Public Colleges and Universities: Fall Enrollment by Institution

Within all sectors, changes in enrollment vary from one institution to another. The charts in this section show the enrollment trends of the institutions in each public sector from fall 2003 to fall 2015.

University of Nebraska

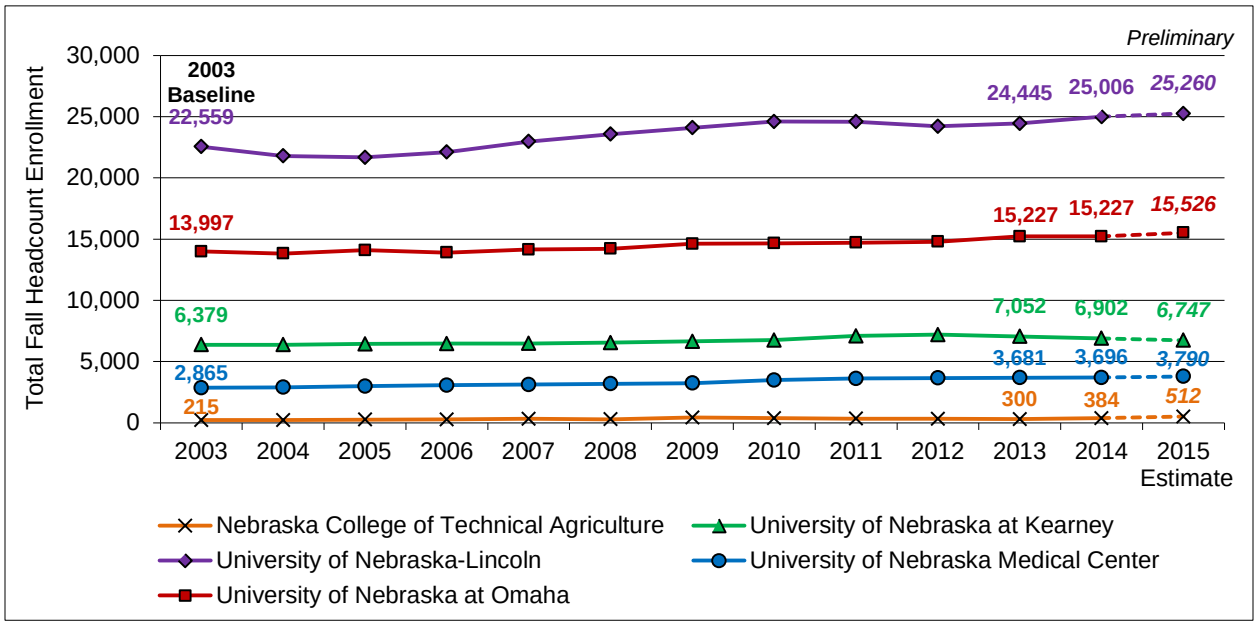
- From fall 2003 to fall 2015, fall enrollment increased an estimated 12.6% at the University of Nebraska. All institutions experienced increases during this 12-year period, with the largest increase seen at the Nebraska College of Technical Agriculture (138.1%).

- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2003 and fall 2015, at the institutions constituting the University of Nebraska:

Sector	1-Year Change 2013 to 2014	*Est. 1-Year Change 2014 to 2015*	11-Year Change 2003 to 2014	*Est. 12-Year Change 2003 to 2015*
Neb. College of Technical Agriculture	28.0%	*33.3%*	78.6%	*138.1%*
University of Nebraska at Kearney	-2.1%	*-2.2%*	8.2%	*5.8%*
University of Nebraska-Lincoln	2.3%	*1.0%*	10.8%	*12.0%*
University of Nebraska Medical Center	0.4%	*2.5%*	29.0%	*32.3%*
University of Nebraska at Omaha	0.0%	*2.0%*	8.8%	*10.9%*

Figure 1.3

Fall Headcount Enrollment at the University of Nebraska by Institution
Fall 2003 through Fall 2015



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

Nebraska State College System

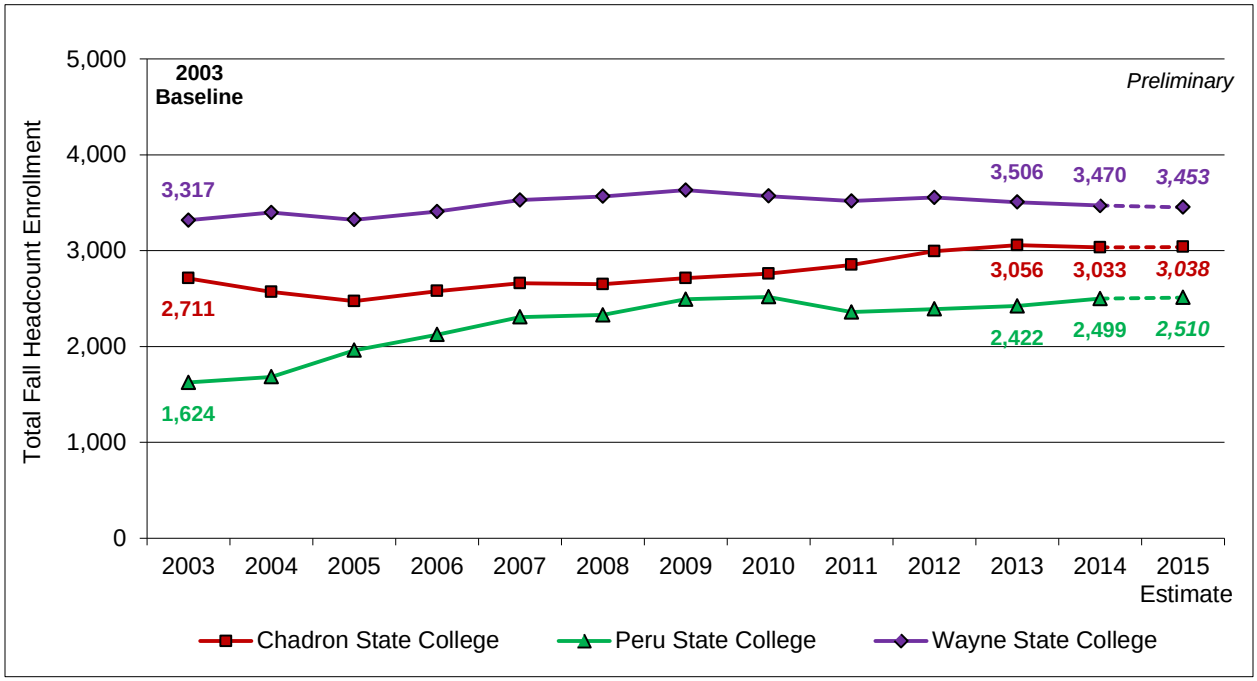
- From fall 2003 to fall 2015, fall enrollment increased an estimated 17.6% within the Nebraska State College System. All institutions experienced increases during this 12-year period, ranging from 4.1% at Wayne State College to 54.6% at Peru State College.

- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2003 and fall 2015, at the institutions constituting the Nebraska State College System:

Sector	1-Year Change 2013 to 2014	*Est. 1-Year Change 2014 to 2015*	11-Year Change 2003 to 2014	*Est. 12-Year Change 2003 to 2015*
Chadron State College	-0.8%	*0.2%*	11.9%	*12.1%*
Peru State College	3.2%	*0.4%*	53.9%	*54.6%*
Wayne State College	-1.0%	*-0.5%*	4.6%	*4.1%*

Figure 1.4

Fall Headcount Enrollment at Nebraska State College System by Institution
Fall 2003 through Fall 2015



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

Nebraska Community Colleges

- From fall 2003 to fall 2015, total fall enrollment decreased an estimated 2.3% at the community colleges. Four out of six of Nebraska's community colleges experienced decreases during this 12-year period, with Western Nebraska Community College and Mid-Plains Community College reporting the largest decreases (-53.3% and -30.5%, respectively).

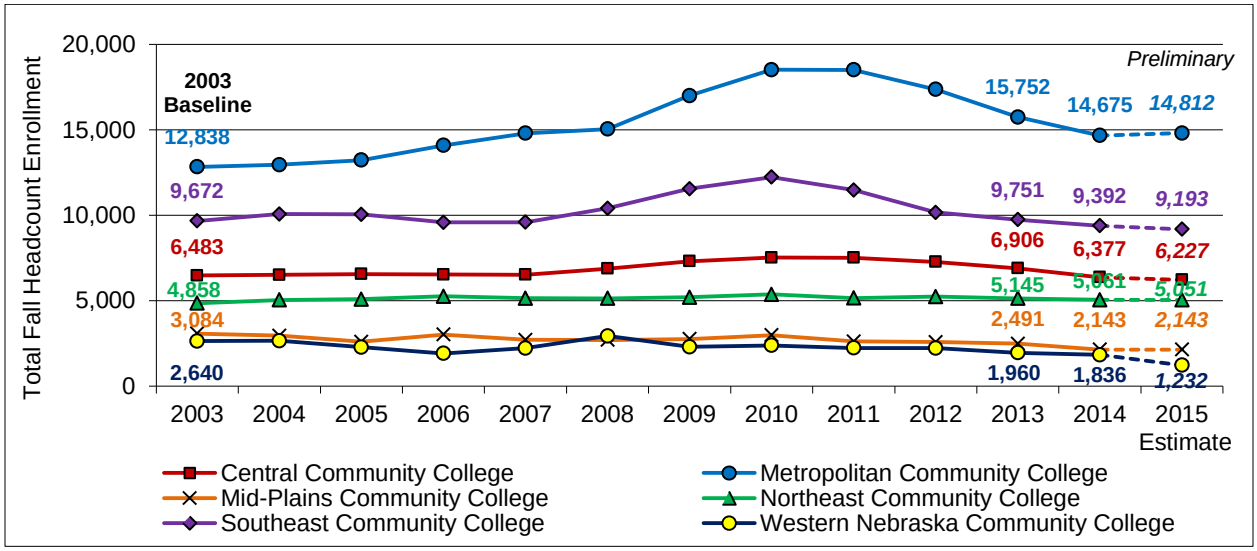
- Notably, all of the community colleges reported declines in fall enrollment between fall 2013 and fall 2014, and estimates for 2015 indicate that four out of six institutions also experienced declines between fall 2014 and fall 2015.

- Following are the most recent one-year changes in enrollment, as well as the total changes in enrollment between fall 2003 and fall 2015, at Nebraska's six community colleges:

Sector	1-Year Change 2013 to 2014	*Est. 1-Year Change 2014 to 2015*	11-Year Change 2003 to 2014	*Est. 12-Year Change 2003 to 2015*
Central Community College	-7.7%	*-2.4%*	-1.6%	*-3.9%*
Metropolitan Community College	-6.8%	*0.9%*	14.3%	*15.4%*
Mid-Plains Community College	-14.0%	*0.0%*	-30.5%	*-30.5%*
Northeast Community College	-1.6%	*-0.2%*	4.2%	*4.0%*
Southeast Community College	-3.7%	*-2.1%*	-2.9%	*-5.0%*
Western Nebraska Community College[3]	-6.3%	*-32.9%*	-30.5%	*-53.3%*

Figure 1.5

Fall Headcount Enrollment at Nebraska Community Colleges by Institution
Fall 2003 through Fall 2015



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

[3] Western Nebraska Community College (WNCC) underwent a major change in 2014–2015 in counting enrollments for short-term business training. Many of these courses are now non-credit in nature, rather than credit. Thus, WNCC's credit headcount is down significantly.

Nebraska Independent Colleges and Universities: Fall Enrollment

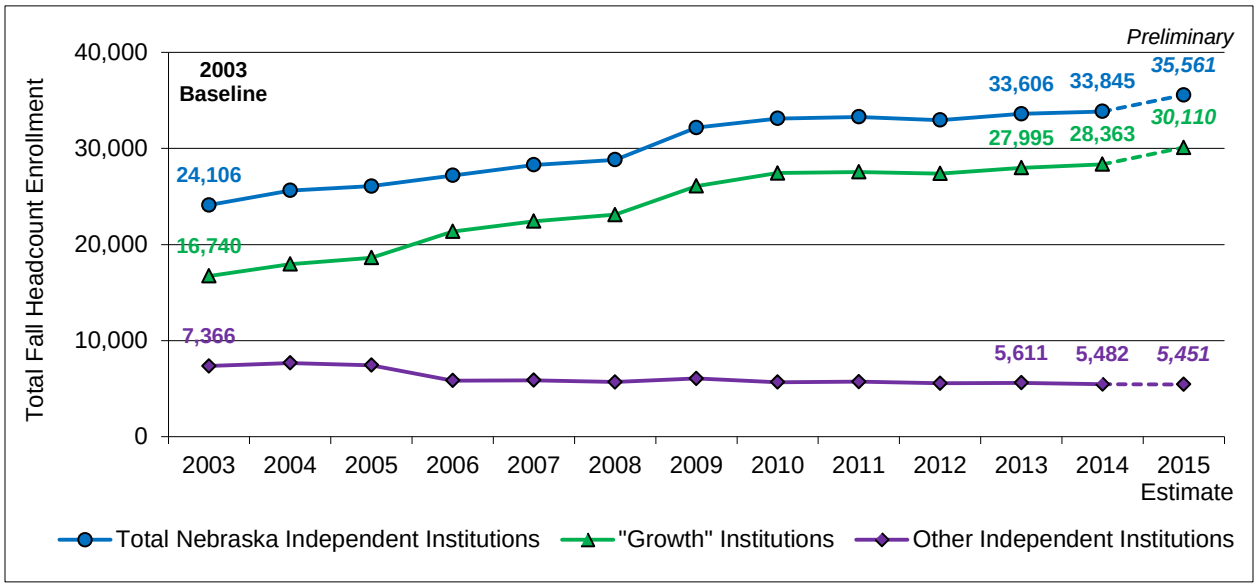
- From fall 2003 to fall 2015, total fall enrollment increased an estimated 47.5% at Nebraska's independent colleges and universities.

- The following institutions accounted for nearly all of the sector's growth between fall 2003 and fall 2015: Bellevue University, Bryan College of Health Sciences, Clarkson College, Concordia University-Seward, Creighton University, Doane College-Lincoln,[4] Midland University, Nebraska Methodist College of Nursing and Allied Health, and Nebraska Wesleyan University.

- The combined enrollment of these "high growth" institutions increased an estimated 79.9% between fall 2003 and fall 2015. Meanwhile, the total enrollment of the remaining schools decreased an estimated 26.0% over the same period.[5]

Figure 1.6

Fall Headcount Enrollment at Nebraska Independent Colleges and Universities
Fall 2003 through Fall 2015



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

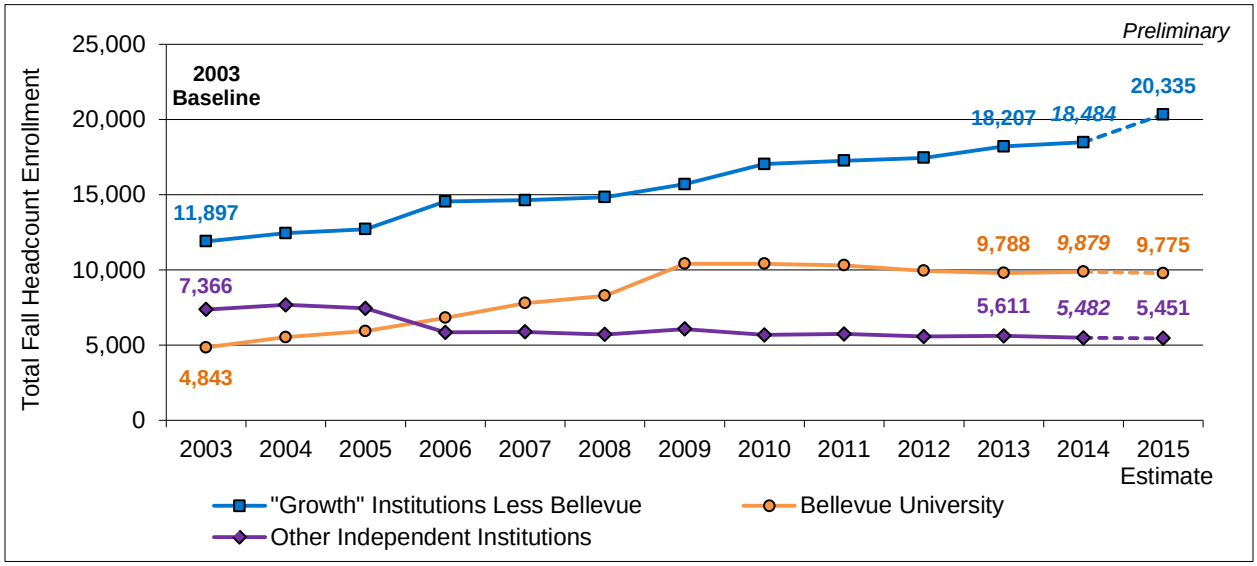
- As shown in Figure 1.7, Bellevue University's fall 2015 estimated headcount enrollment was 9,775 full- and part-time students, or almost one-half of the combined enrollments of the other eight growth institutions.

- Between fall 2003 and fall 2015, Bellevue's enrollment increased an estimated 101.8%. Fall enrollments for the other growth institutions in the independent sector increased 70.9% during this same time.

[4] Doane College-Lincoln because a reporting institution as of 2006.
[5] An institution is categorized by the Commission as "high growth" if the institution reported an increase of at least 200 students between fall 2003 and fall 2015. See Table A1.2 in Appendix 1 for supporting data.

Figure 1.7

Fall Headcount Enrollment of Bellevue University Compared to Other Nebraska Independent Colleges and Universities Fall 2003 through Fall 2015

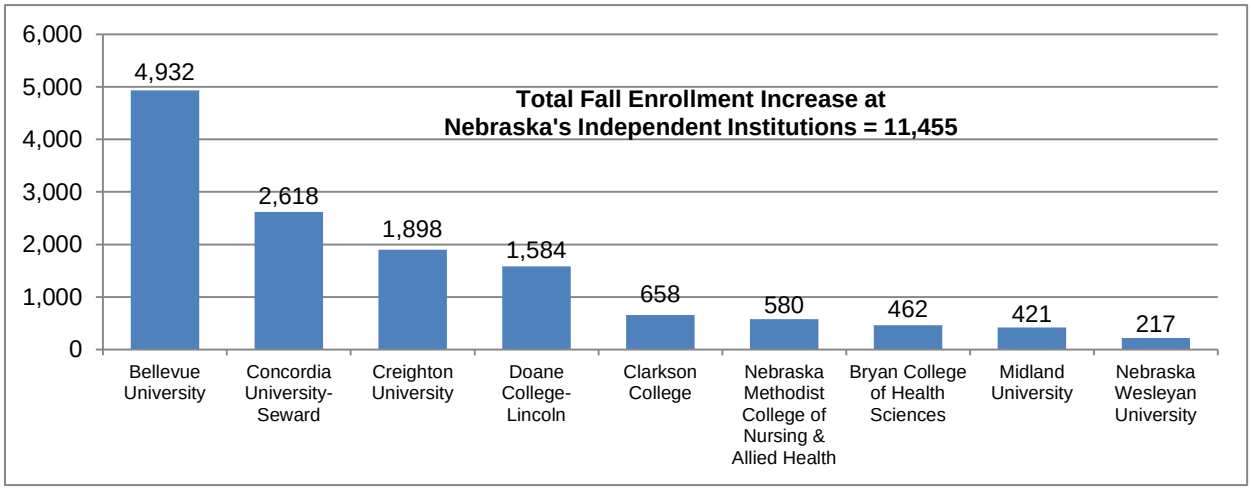


Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

- As shown in Figure 1.8, Bellevue University alone accounted for 4,932, or 43.1%, of the estimated net increase of 11,455 students in the independent sector between fall 2003 and fall 2015. Meanwhile, Concordia University-Seward's fall enrollment increased by 2,618 students, accounting for 22.9% of the sector's growth.

Figure 1.8

The Highest 11-Year Increases in Fall Headcount Enrollment at Nebraska Independent Colleges and Universities Fall 2003 through Fall 2015



Note. Doane College-Lincoln because a reporting institution as of 2006. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

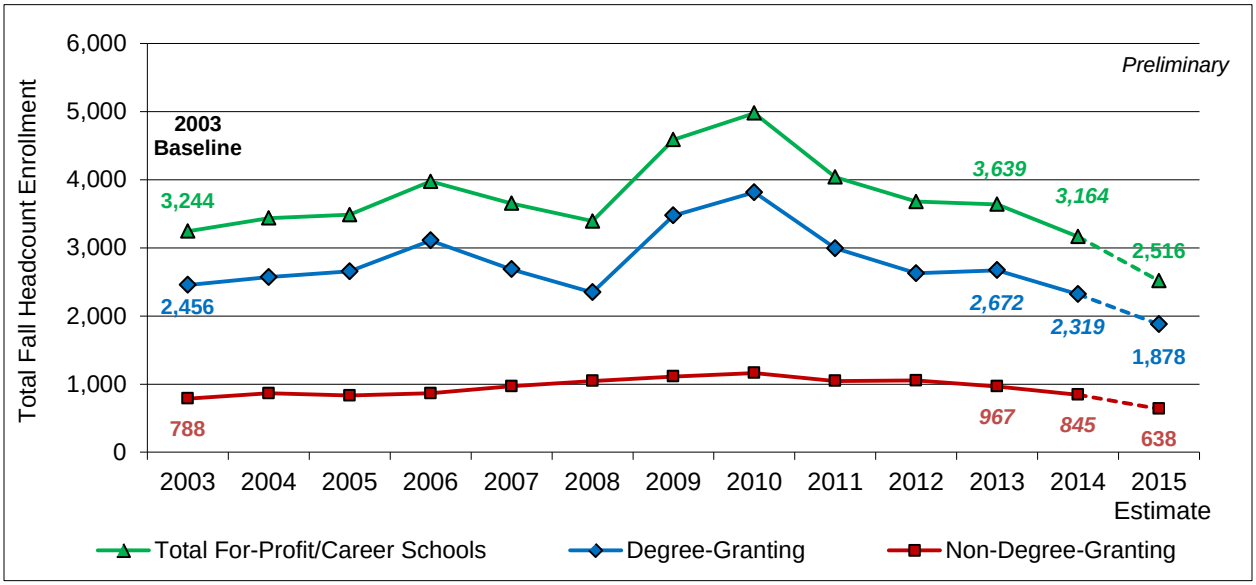
Nebraska For-Profit/Career Schools: Fall Enrollment

All of the institutions in the "for-profit/career school sector" are operated for profit *except* for three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. This category is also referred to as the "private career school" sector. While this sector includes a variety of career schools, some of the institutions in this category have broadened their missions to include the offering of bachelor's or more advanced degrees.

- As shown in Figure 1.9, enrollment decreased 22.4% between fall 2003 and fall 2015 at the for-profit/career schools.
- The degree-granting schools within the for-profit/career school sector include a variety of institutions. As illustrated in Figure 1.9, total headcount enrollment at the degree-granting schools has fluctuated between fall 2003 and fall 2015, decreasing an estimated 23.5% over this period.
- As also shown in Figure 1.9, enrollment decreased 19.0% between fall 2003 and fall 2015 at the non-degree-granting schools, which consist of seven for-profit schools of hair design and one of the state's three not-for-profit schools of radiologic technology.
- Notably, fall enrollment decreased an estimated 19.0% at the degree-granting schools between 2014 and 2015. Meanwhile, at the non-degree-granting schools, fall enrollment decreased an estimated 24.5% during this same one-year period.
- See Table A1.2 in Appendix 1 for a list of the schools in the for-profit sector and their total headcount enrollments from fall 2003 to fall 2015.

Figure 1.9

Total Fall Headcount Enrollment within the Nebraska For-Profit/Career School Sector Fall 2003 through Fall 2015



Note. See Table A1.2 in Appendix 1 for supporting data. Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

Nebraska Fall Headcount Enrollment Summary by Sector

- Nebraska's total postsecondary headcount enrollment increased from 120,592 in fall 2003 to 137,571 in fall 2015, based on preliminary counts.

- As shown in Table 1.1, the net effect of the changes in enrollment that occurred between the fall 2003 baseline and fall 2015 is that the enrollments at the state colleges and at the independent colleges and universities accounted for a higher percentage of Nebraska's total postsecondary enrollment in fall 2015 than they did in fall 2003.

Table 1.1
Nebraska Total Fall Headcount Enrollment by Sector
2003 and 2015

	Fall 2003		*Estimated Fall 2015*	
Enrollment Sector	Enrollment	% of Enrollment	*Enrollment*	*% of Enrollment*
University of Nebraska	46,015	38.2%	*51,835*	*37.7%*
Nebraska State Colleges	7,652	6.3%	*9,001*	*6.5%*
Nebraska Community Colleges	39,575	32.8%	*38,658*	*28.1%*
Total Public Colleges and Universities	93,242	77.3%	*99,494*	*72.3%*
Independent Colleges and Universities	24,106	20.0%	*35,561*	*25.8%*
For-Profit/Career Schools	3,244	2.7%	*2,516*	*1.8%*
Total Nebraska Postsecondary Headcount Enrollment	120,592	100.0%	*137,571*	*100.0%*

Note. All institutions in the for-profit/career school category are operated for profit *except* for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. Data sources: For 2003 data, National Center for Education Statistics (NCES), IPEDS fall 2003 survey. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

12-Month Unduplicated Headcounts at Nebraska's Public Institutions Compared to Fall Headcount Enrollment

Fall headcount enrollment is the best available indicator of enrollment trends across all of the sectors of postsecondary education in Nebraska because it can be analyzed by race/ethnicity, gender, enrollment status (part-time/full-time), or level of study (undergraduate/graduate). However, fall enrollment totals provide only a snapshot of the number of students at an institution on a specific date during the fall of the academic year. As a result, fall enrollment totals do not include students who enrolled later in the fall or who were enrolled in college only during the spring or summer of the academic year.

Nebraska's postsecondary institutions also report 12-month unduplicated headcounts to the National Center for Education Statistics (NCES). Also referred to as 12-month enrollment, a 12-month unduplicated headcount is the total number of students who were enrolled at an institution at any time during the academic year. Each student is counted only once per academic year. For example, if a student was enrolled in the fall and spring semester at Wayne State College, that student would be counted only once for the entire academic year. The advantage of this count is that it captures students who were enrolled any time during the year. In this way, 12-month enrollment is designed to capture the total number of students an institution serves throughout the academic year.

For some institutions, fall enrollment is about the same or only slightly lower than the school's 12-month unduplicated headcount. However, for other institutions, fall enrollment is considerably lower than the total number of students the school serves over the course of an academic year. This is particularly true for Nebraska's community colleges, where the number of students enrolled in the fall is about half of the number of students served over the course of an academic year. The following analysis compares fall and 12-month unduplicated headcounts for Nebraska's five sectors of higher education.

- Figure 1.10 shows total fall enrollment by sector from fall 2003 through fall 2014, the latest period for which official data are available from the NCES. Figure 1.11 shows the comparable 12-month enrollments reported to the NCES for the 2003–2004 academic year through the 2014–2015 academic year.

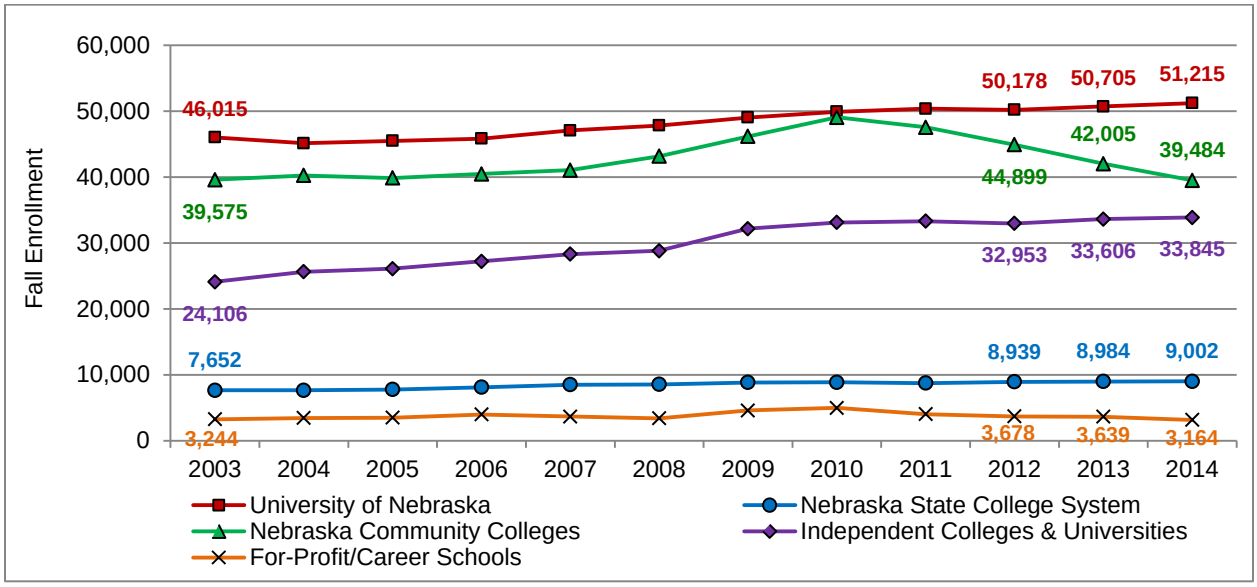
- The fall and 12-month enrollments shown in Figure 1.10 and Figure 1.11 are both valid measures for determining whether sector enrollments are generally increasing, decreasing or staying about the same. However, the two headcounts provide different information about sector enrollments.

- Based on the fall enrollments charted in Figure 1.10, the University of Nebraska enrolls a higher number of students than Nebraska's six community colleges. In fall 2014, for example, the University of Nebraska enrolled 51,215 students compared to enrollment of 39,484 students at the community colleges.

- The 12-month enrollments summarized in Figure 1.11, on the other hand, show that Nebraska's community colleges serve a greater number of students than the University of Nebraska over the course of an academic year. In 2014–2015, the community colleges served a total of 69,560 students over the course of the academic year, while the University of Nebraska served 57,925 students. This is not surprising, given the differences in the institutional missions and programs offered by these two sectors.

Figure 1.10

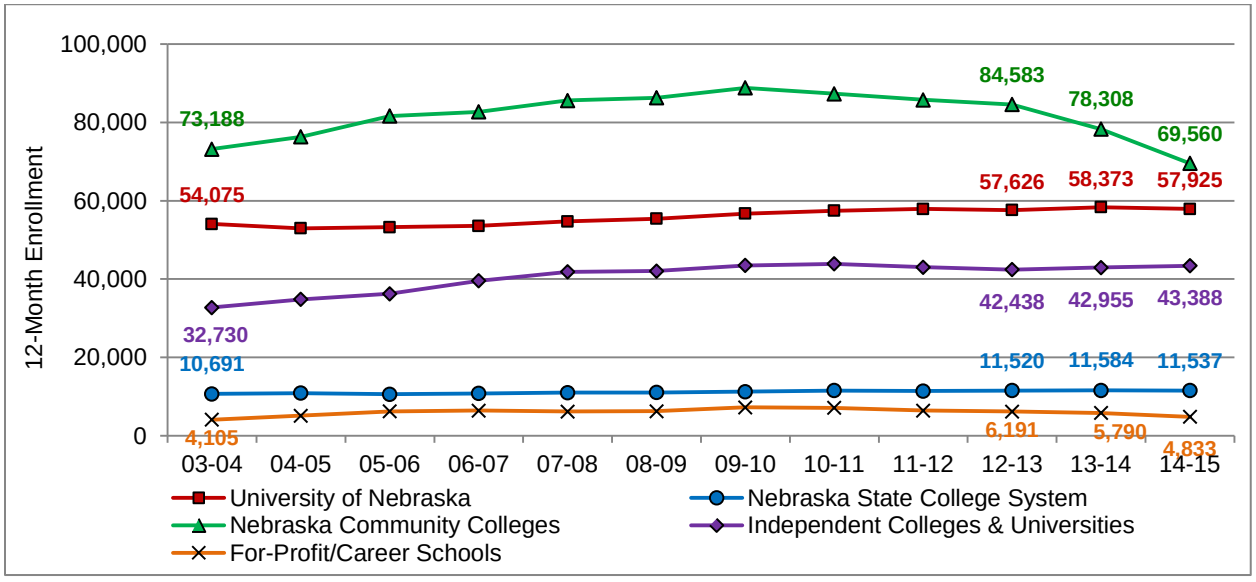
Fall Headcount Enrollment at Nebraska Public Postsecondary Institutions by Sector Fall 2003 through Fall 2014



Note. See Table A1.1 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 through fall 2014 surveys.

Figure 1.11

12-Month Unduplicated Headcount at Nebraska Public Postsecondary Institutions by Sector 2003–2004 Academic Year through 2014–2015 Academic Year

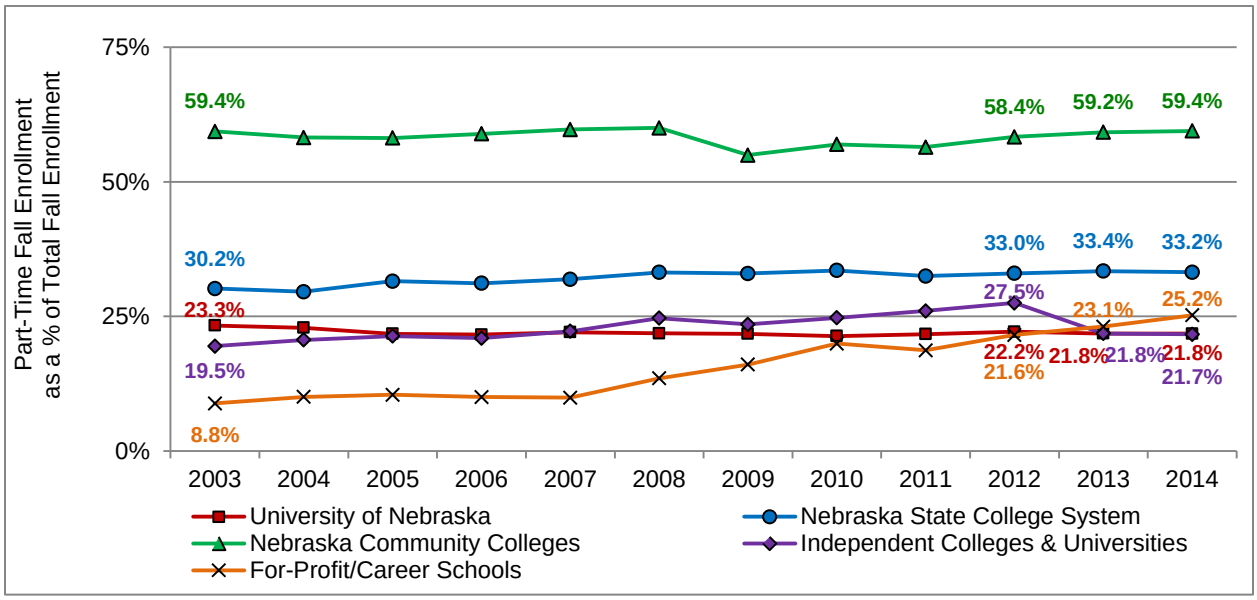


Note. See Table A1.3 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS 2004 through 2015 surveys.

- The higher 12-month headcount of the community colleges reflects the fact that these colleges serve many students who take courses only one semester or quarter of the academic year. Furthermore, the community colleges enroll more part-time students than the University of Nebraska, Nebraska state colleges, independent institutions, and for-profit/career schools. As shown in Figure 1.12, part-time students accounted for 59.4% of total fall enrollment at the community colleges in fall 2014. In comparison, part-time students accounted for 21.8% of the University of Nebraska's fall 2014 enrollment, 33.2% of the fall enrollment at the state colleges, 21.7% at the independent institutions, and 25.2% at the for-profit/career schools.[6]

Figure 1.12

Part-Time Fall Enrollment as a Percentage of Total Fall Headcount Enrollment at Nebraska Public Postsecondary Institutions by Sector Fall 2003 through Fall 2014



Note. For supporting data, see the *2015 Factual Look at Higher Education in Nebraska – Enrollment* on the Commission's website at: ccpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS fall 2003 through fall 2014 surveys.

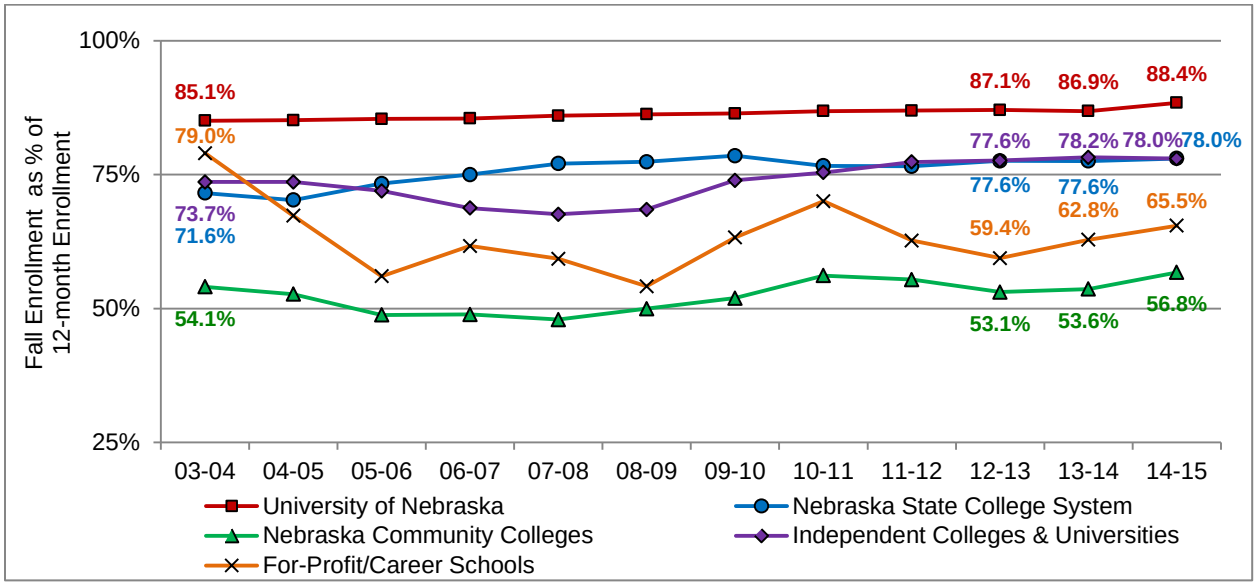
- Figure 1.13 shows fall enrollment as a percentage of 12-month enrollment as a means of directly comparing these two headcounts. As shown in this chart, fall enrollment in fall 2014 accounted for 88.4%, 78.0%, and 78.0% of 12-month enrollment during the 2014–2015 academic year at the University of Nebraska, Nebraska State College System, and independent sector, respectively. In contrast, fall enrollments accounted for 65.5% of the students served annually by the for-profit/career schools and 56.8% of the students served annually by the state's six community colleges.

- The Commission will continue to use fall unduplicated headcounts as the primary measure of the number of students enrolled at colleges and universities in Nebraska. However, fall headcount enrollments should be interpreted with the understanding that there are many more students who are served by Nebraska's postsecondary education system over the course of any given academic year, and this is especially true in the case of the state's community colleges and for-profit/career schools.

[6] The NCES does not ask institutions to report 12-month unduplicated headcounts by full-time/part-time enrollment status. Consequently, the numbers and percentages of students who attend any institution on a part-time basis are available only for fall headcount enrollments.

Figure 1.13

Fall Headcount Enrollment as a Percentage of 12-Month Unduplicated Headcount at Nebraska Public Postsecondary Institutions by Sector 2003–2004 Academic Year through 2014–2015 Academic Year



Note. See Table A1.1 and Table A1.3 in Appendix 1 for supporting data. Data source: National Center for Education Statistics, IPEDS 2003 through 2015 surveys.

Nebraska First-Time Freshmen Enrollments

First-time freshmen enrollments are indicators of the general direction undergraduate enrollments are headed as well as general measures of the numbers of high school graduates who go on to college in Nebraska. Consequently, this section compares 2003 baseline enrollments of first-time freshmen to estimated first-time freshmen enrollment in fall 2015. Enrollments for fall 2015 are preliminary, based on estimates that institutions reported directly to the Coordinating Commission for Postsecondary Education

Nebraska Total Enrollment of Full- and Part-Time, First-Time Freshmen

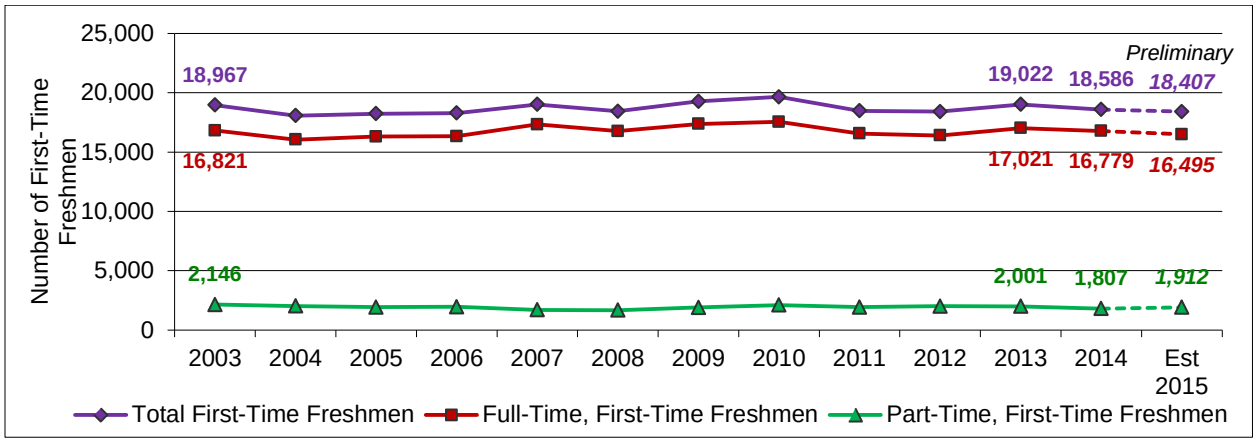
- As shown in Figure 1.14, total enrollment of first-time freshmen at all of Nebraska's colleges and universities, including for-profit/career schools, decreased an estimated 3.0% between fall 2003 and fall 2015.

- Full-time first-time freshmen accounted for an estimated 89.6% of the first-time freshmen attending postsecondary institutions in Nebraska in fall 2015, up from 88.7% in fall 2003.

- Full-time first-time freshmen enrollment decreased an estimated 1.9% over the 12-year period between fall 2003 and fall 2015. Meanwhile, part-time first-time freshmen enrollment decreased an estimated 10.9% over the 12-year period, despite an estimated increase of 5.8% between fall 2014 and fall 2015.

- Analyzing the actual changes in fall enrollment between 2003 and 2014 reveals that Nebraska's total first-time freshmen enrollment decreased 2.0% while full-time first-time freshmen enrollment decreased 0.2% and part-time first-time freshmen enrollment decreased 15.8%.

Figure 1.14
Nebraska Total First-Time Freshmen Enrollment by Full- and Part-Time Student Status
Fall 2003 through Fall 2015



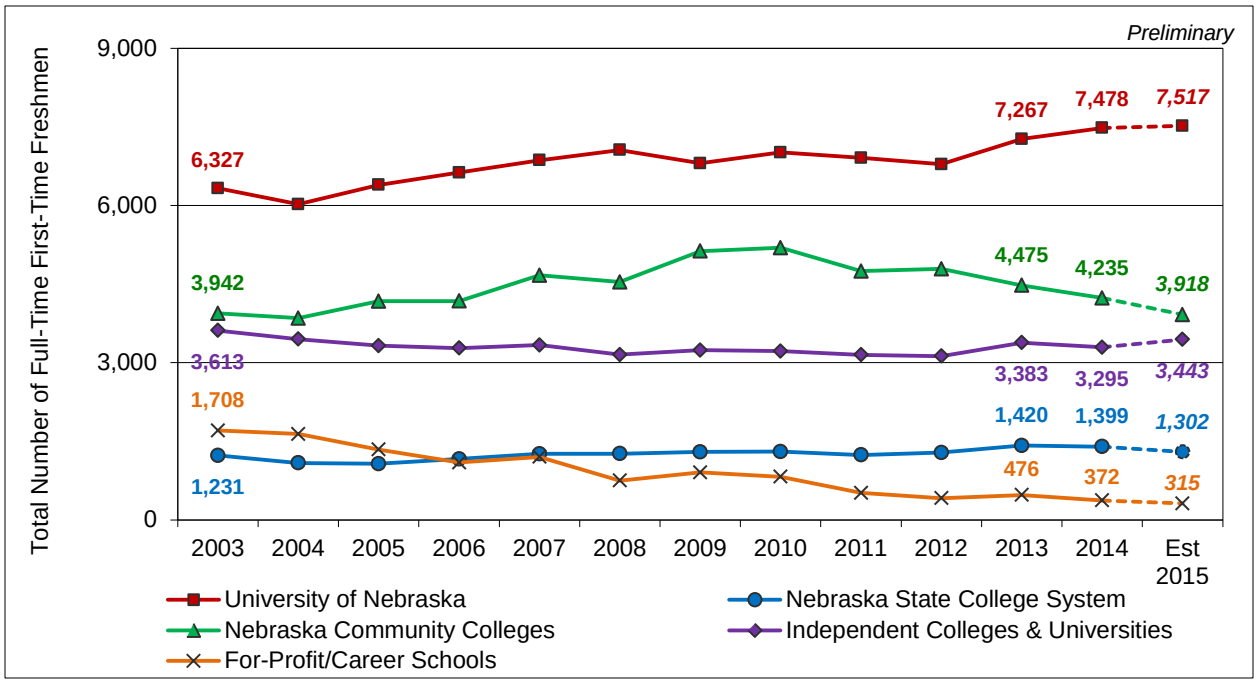
Note. See Table A1.4 in Appendix 1 for supporting data. Data sources: Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

Nebraska Enrollment of Full- and Part-Time, First-Time Freshmen by Sector

- As illustrated in Figure 1.15, estimated full-time first-time freshmen enrollment at the University of Nebraska increased 0.5% between fall 2014 and fall 2015, resulting in a 18.8% 12-year increase since fall 2003.
- Full-time first-time freshmen enrollment at Nebraska's state colleges decreased an estimated 6.9% between fall 2014 and fall 2015, resulting in a 5.8% 12-year increase since fall 2003.
- At Nebraska's community colleges, full-time first-time freshmen enrollment decreased an estimated 7.5% between fall 2014 and fall 2015, resulting in a 0.6% 12-year increase since fall 2003.
- Full-time first-time freshmen enrollment at Nebraska's independent colleges and universities increased an estimated 4.5% between fall 2014 and fall 2015, resulting in a 4.7% 12-year decrease since fall 2003.
- The for-profit/career schools reported an estimated decrease of 15.3% in full-time first-time freshmen enrollment between fall 2014 and fall 2015, resulting in a 81.6% 12-year decrease since fall 2003.

Figure 1.15

Nebraska Total Full-Time, First-Time Freshmen Enrollment by Sector
Fall 2003 through Fall 2015



Note. See Table A1.4 in Appendix 1 for supporting data. Data sources: Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

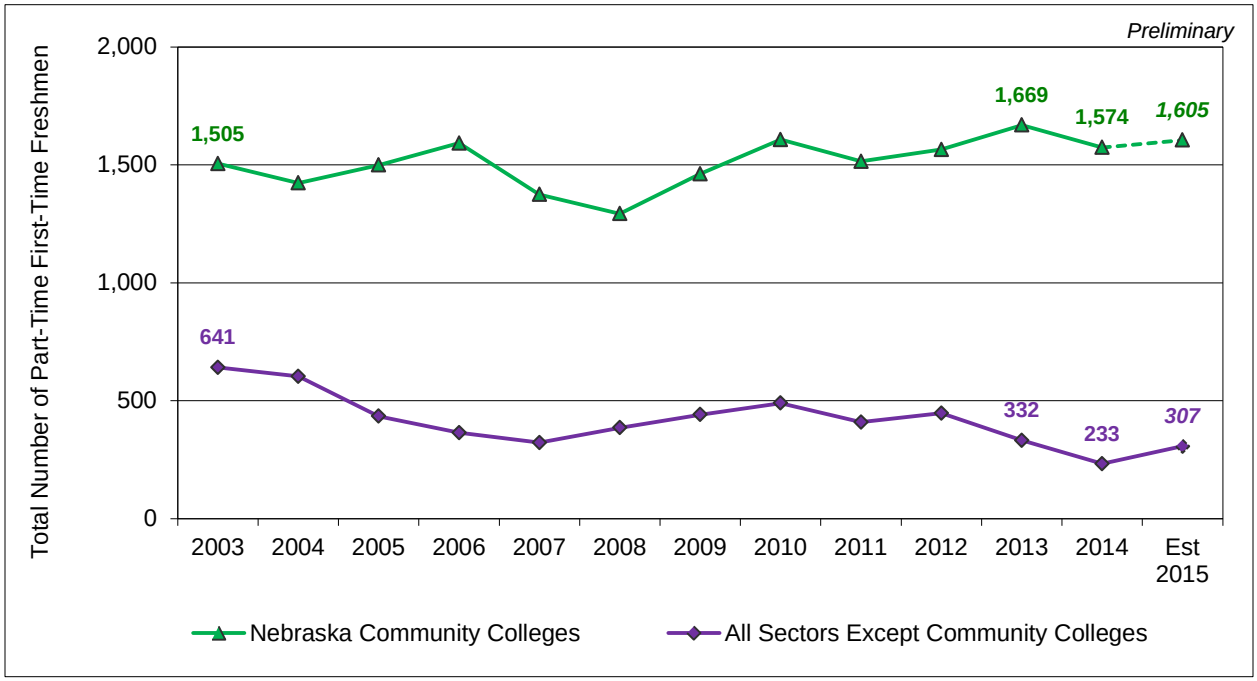
- As shown in Figure 1.16, Nebraska's community colleges account for the majority of first-time freshmen who attend school part-time (70.1% of the state total in fall 2003 and 83.9% in fall 2015).

- Enrollment of part-time first-time freshmen at Nebraska's community colleges increased an estimated 2.0% from fall 2014 to fall 2015, resulting in a 12-year increase of 6.6%.

- The number of part-time first-time freshmen enrolled at other types of institutions increased an estimated 31.6% from fall 2014 to fall 2015, resulting in a 12-year decrease of 52.1%.

Figure 1.16

Nebraska Total Part-Time, First-Time Freshmen Enrollment by Sector
Fall 2003 through Fall 2015



Note. See Table A1.4 in Appendix 1 for supporting data. Data sources: Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

Nebraska Total Enrollment of First-Time Freshmen by Sector

- When full-time and part-time enrollments of first-time freshmen are combined as shown in Figure 1.17, the University of Nebraska has enrolled more first-time freshmen than any other sector since fall 2003.

- With an estimated increase of 0.8% between fall 2014 and fall 2015, fall enrollment of first-time freshmen at the University of Nebraska has increased 17.9% between fall 2003 and fall 2015.

- The state colleges experienced an estimated decrease of 7.3% for fall enrollment of first-time freshmen between 2014 and 2015, resulting in a 12-year increase of 1.8% from 2003 to 2015.

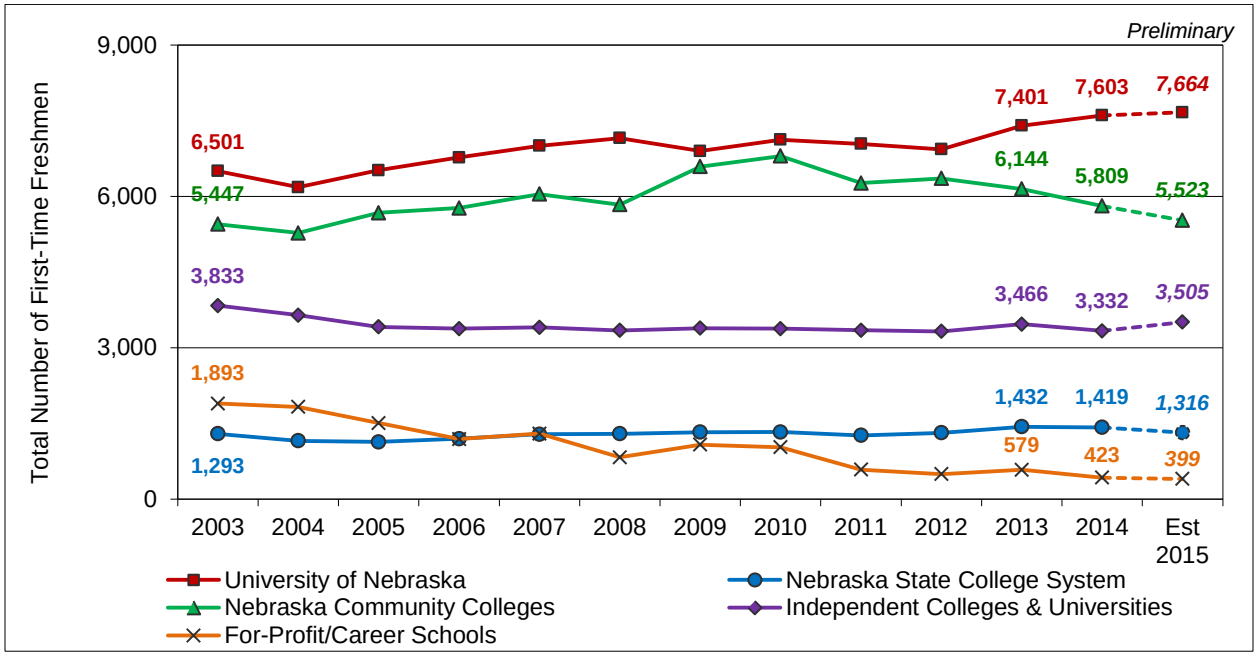
- Nebraska's community colleges reported an estimated 4.9% decrease in total first-time freshmen fall enrollment from 2014 to 2015, resulting in a 12-year increase of 1.4% from 2003 to 2015.

- The independent institutions reported an estimated 5.2% increase in total first-time freshmen fall enrollment from 2014 to 2015, resulting in a 12-year decrease of 8.6% from 2003 to 2015.

- Meanwhile, the for-profit/career schools reported an estimated decrease of 5.7% in total first-time freshmen between fall 2014 and fall 2015, resulting in a 78.9% decrease between 2003 and 2015.

Figure 1.17

Nebraska Total First-Time Freshmen Enrollment by Sector
Fall 2003 through Fall 2015



Note. See Table A1.4 in Appendix 1 for supporting data. Data sources: Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

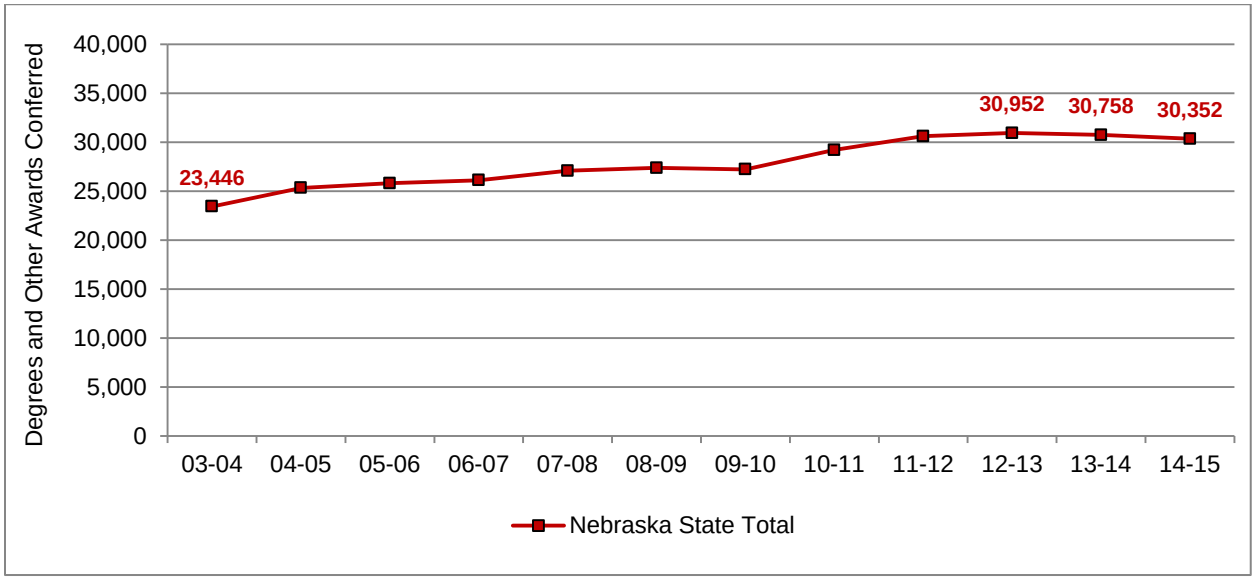
Number of Degrees Conferred at Nebraska Postsecondary Institutions

Although not specified as a state priority by the 2003 LR 174 Higher Education Task Force, increasing the number of degrees is a logical outcome of increasing enrollment and increasing the percentage of students who complete degree programs.

- As shown in Figure 1.18, the total number of degrees and awards conferred by Nebraska institutions increased 29.5% from 23,446 in 2003–2004 to 30,352 in 2014–2015.

Figure 1.18

Total Number of Degrees and Other Awards Conferred by Nebraska Public and Independent Institutions and For-Profit/Career Schools 2003–2004 Academic Year through 2014–2015 Academic Year



Note. For supporting data, see the *2015 Factual Look at Higher Education in Nebraska – Degrees and Other Awards* on the Commission's website at: ccpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS 2004 through 2015 surveys.

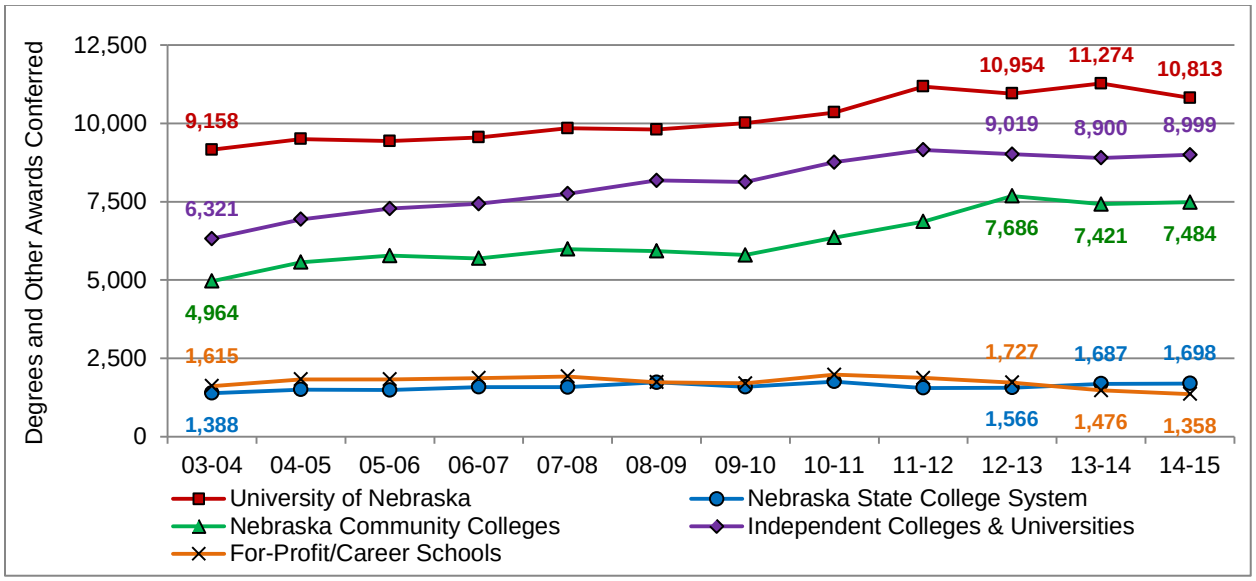
- Figure 1.19 summarizes the number of degrees and other awards conferred by sector. As shown in this chart, all sectors, except for the for-profit/career school sector, awarded more degrees and other awards in 2014–2015 than in 2003–2004:

University of Nebraska	18.1%
Nebraska State College System	22.3%
Nebraska Community Colleges	50.8%
Independent Colleges & Universities	42.4%
For-Profit/Career Schools	-15.9%

- Table 1.2 shows, by degree level, the number of degrees conferred by all Nebraska colleges and universities. Based on these data, from 2003–2004 to 2014–2015, the highest growth was 43.0% at the master's level. The number of associate's degrees increased 32.9% and the number of doctorates increased 32.5%, while the number of bachelor's degrees and post-baccalaureate certificates increased 24.8% and the number of less-than-four-year certificates increased 23.9% between 2003–2004 and 2014–2015.

Figure 1.19

Total Number of Degrees and Other Awards Conferred by Sector 2003–2004 Academic Year through 2014–2015 Academic Year



Note. For supporting data, see the *2015 Factual Look at Higher Education in Nebraska – Degrees and Other Awards* on the Commission's website at: ccpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS 2004 through 2015 surveys.

Table 1.2
Total Number of Degrees Conferred by Degree Level Nebraska Postsecondary Institutions 2003–2004 Academic Year through 2014–2015 Academic Year

Degree Level	03–04	04–05	05–06	06–07	07–08	08–09	09–10	10–11	11–12	12–13	13–14	14–15
Less-than-Four-Year Certificates	2,730	3,224	3,200	3,118	3,450	3,251	2,975	3,261	3,227	3,746	3,404	3,383
Associate Degrees	4,299	4,662	4,926	4,919	4,837	4,763	4,862	5,352	5,765	5,944	5,755	5,712
Bachelor's Degrees & Post-Baccalaureate Certificates	11,503	12,091	12,355	12,640	12,775	13,017	13,091	14,061	14,548	14,523	15,028	14,354
Master's Degrees & Post-Master's Certificates	3,719	4,013	4,040	4,135	4,696	4,979	4,914	5,163	5,692	5,244	5,068	5,320
Doctor's Degrees	1,195	1,356	1,292	1,320	1,330	1,371	1,392	1,371	1,392	1,495	1,503	1,583
Total Degrees Conferred	23,446	25,346	25,813	26,132	27,088	27,381	27,234	29,208	30,624	30,952	30,758	30,352

Note. For supporting data, see the *2015 Factual Look at Higher Education in Nebraska – Degrees and Other Awards* on the Commission's website at: ccpe.nebraska.gov/reports. Data source: National Center for Education Statistics, IPEDS 2004 through 2015 surveys.

Strategic Objectives to Increase Postsecondary Enrollment Recommended by the 2003 LR 174 Task Force

Given the first priority **to increase the number of students who enter postsecondary education in Nebraska**, the 2003 LR 174 Task Force recommended a series of strategic objectives to increase college enrollments. For the purposes of establishing baseline statistical indicators and monitoring progress toward achieving these objectives, they are stated as follows:

1.1 Increase the proportion of PK-12 students who graduate from high school, enroll in postsecondary education and are adequately prepared to proceed through postsecondary degree completion.

1.2 Increase the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska.

1.3 Increase the number of non-Nebraska high school graduates who pursue postsecondary education in Nebraska.

1.4 Increase the number and proportion of Nebraska postsecondary students who have been underrepresented in the state's higher education system.

1.5 Increase need-based financial aid in order to improve access to higher education for Nebraskans with limited financial means.

Following this outline, the remainder of this section focuses on the extent to which each of these measurable objectives is being achieved. Throughout this analysis, the latest available data are compared to the baseline statistics that were established and reported in the *2004 Baseline Report for the LR 174 Higher Education Task Force* or the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force*.

1.1.a High School Graduation Rates

Increase the proportion of students who graduate from Nebraska high schools.

One strategic approach to increasing the number of students who enter postsecondary education in Nebraska is to increase the proportion of students who graduate from the state's high schools. In other words, increase Nebraska's high school graduation rate and, in the process, increase the pool of high school students who could potentially attend college.

Past and Present Trends in the Number of Nebraska High School Graduates

- As shown in Figure 1.1.a.1, 21,972 students graduated from Nebraska high schools in 2002–2003, the latest year for which official data were available from the Nebraska Department of Education for the *2004 Baseline Report* for the LR 174 Higher Education Task Force.

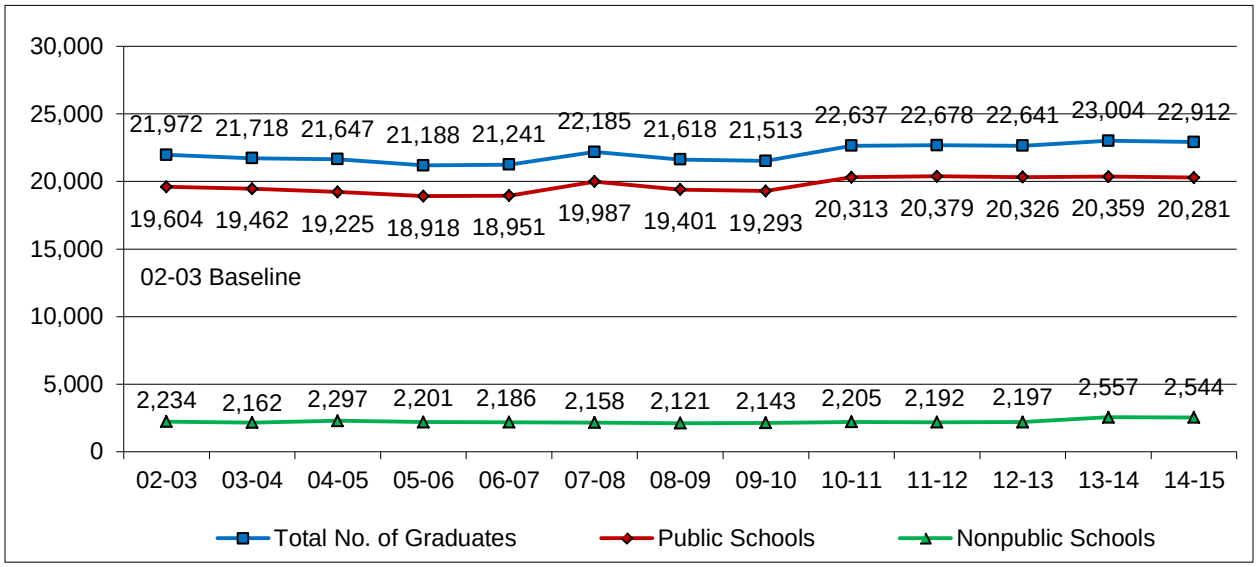
- The number of students who graduated from Nebraska high schools increased 4.4% from 2006–2007 to 2007–2008, and there was a one-year increase of 5.2% in 2010–2011. Otherwise, the number of graduates has increased or decreased only slightly between 2002–2003 and 2014–2015.

- As a result, only 940, or 4.3% more, students graduated from Nebraska high schools in 2014–2015 than in 2002–2003.

- Interestingly, between 2012–2013 and 2014–2015, the number of nonpublic high school graduates increased 15.8% (347 students) while the number of public high school graduates *decreased* 0.2% (45 students).

Figure 1.1.a.1

Numbers of Nebraska Public and Nonpublic High School Graduates 2002–2003 through 2013–2014



Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. The total number of graduates includes graduates of public schools, nonpublic (private) schools, educational service units, and state-operated schools. See Table A2.1 in Appendix 2 for supporting data. Data source: Nebraska Department of Education, December 2007 (2002–03 through 2005–06 data), January 2009 (2006–07 data), February 2010 (2007–08 data), February 2011 (2008–09 and 2009–10 data), February 2012 (2010–11 data), December 2012 (2011–12 data), January 2014 (2012–13 data), January 2015 (2013–14 data), and January 2016 (2014–15 data).

- Between 2002–2003 and 2014–2015, the number of *public* high school graduates increased 3.5% to 20,281, while the number graduating from *nonpublic* (private) high schools increased 13.9% to 2,544.

- As shown in Table 1.1.a.1, since 2002–2003, about 9 out of 10 Nebraska high school graduates have received their diplomas from public schools.

Table 1.1.a.1
Numbers of Nebraska High School Graduates
2013–2014 and 2014–2015 Compared to 2002–2003 Baseline

Type of School	Baseline 2002–2003		2013–2014		2014–2015	
	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates	No. of Graduates	% of Graduates
Public	19,604	89.8%	20,359	88.8%	20,281	88.9%
Nonpublic	2,234	10.2%	2,557	11.2%	2,544	11.1%
Subtotal	21,838	100.0%	22,916	100.0%	22,825	100.0%
ESU & SO	134		88		87	
State Total	21,972		23,004		22,912	

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. ESU = Educational Service Units; SO = State-Operated Schools. Data source: Nebraska Department of Education, December 2007 (2002–03 data), January 2015 (2013–14 data), and January 2016 (2014–15 data).

Projected Trends in the Number of Nebraska High School Graduates[7]

- As shown in Figure 1.1.a.2, 1,073 more students are forecast to graduate from Nebraska public and nonpublic high schools in 2024–2025 than graduated during the 2014–2015 school year, a projected increase of 4.7%.

- Public schools are projected to account for 92% to 93% of Nebraska's high school graduates through the 2024–2025 school year.

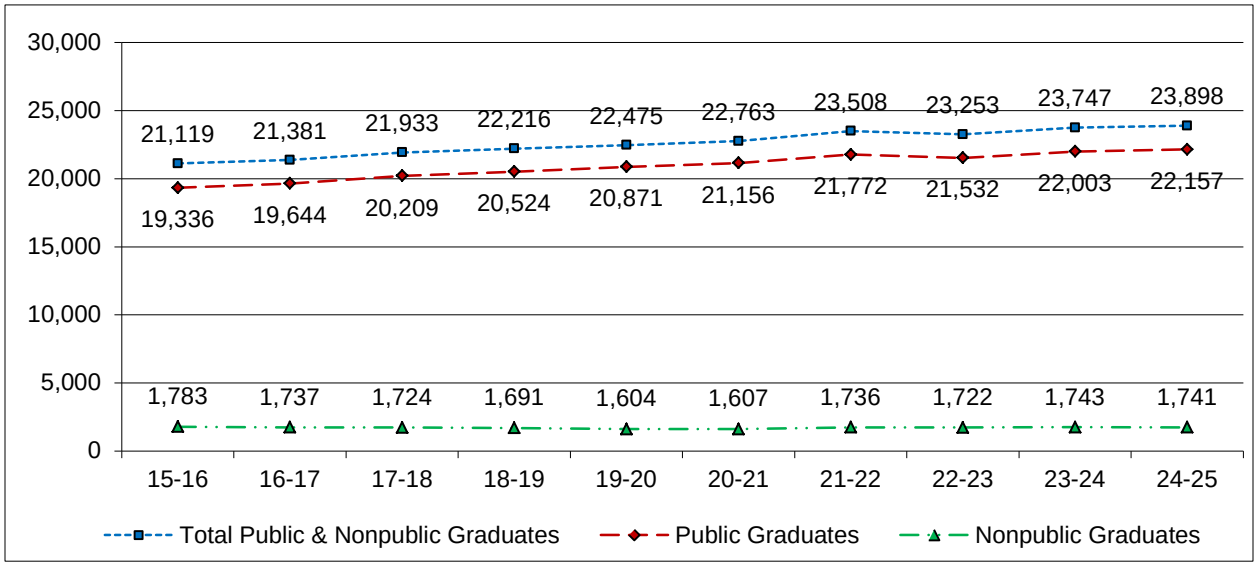
- The numbers of graduates from Nebraska's public high schools are projected to increase 1.6% between 2015–2016 and 2016–2017 and then increase 12.8% from 2016–2017 to 2024–2025.

- The numbers of graduates from the state's nonpublic (private) high schools are projected to decrease 2.6% from 2015–2016 to 2016–2017 and then increase slightly, 0.2%, from 2016–2017 to 2024–2025.

[7] *Knocking at the College Door*, *Projections of High School Graduates by State and Race/Ethnicity*, Western Interstate Commission for Higher Education (WICHE), December 2012. See Table A2.2 in Appendix 2 for supporting data. For 2014–2015, the actual number of public school graduates (20,281) was 6.3% higher than WICHE predicted in their 2012 report (19,075).

Figure 1.1.a.2

Projected Numbers of Graduates from Nebraska Public and Nonpublic High Schools 2015–2016 through 2024–2025



Note. Projections do not include graduates of educational service units or state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. See Table A2.2 in Appendix 2 for supporting data. Data source: *Knocking at the College Door*, Western Interstate Commission for Higher Education (WICHE), December 2012.

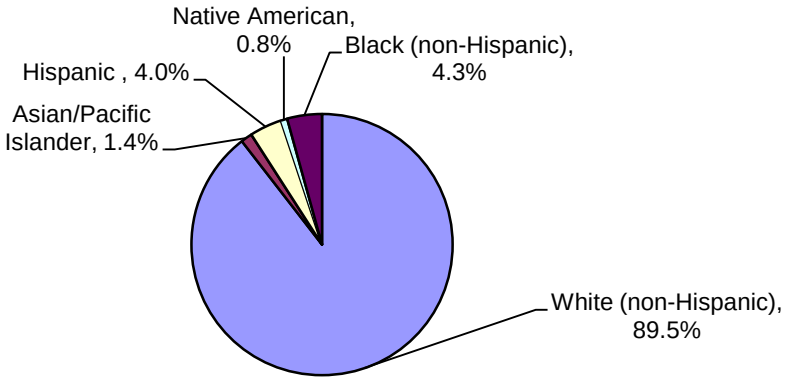
Projected and Recent Changes in Nebraska Public High School Graduates by Race/Ethnicity

- As illustrated in Figure 1.1.a.3, minority students, especially Hispanics, are projected to account for much higher percentages of the state's public high school graduates in 2024–2025 than they did in 2002–2003.
- Actual changes in the racial/ethnic distribution of Nebraska's public high school graduates over the past 11 years have been in the direction of the projected trend.
 - The number of white non-Hispanic graduates decreased 15.5% from 2002–2003 to 2014–2015 (from 17,541 to 14,817 graduates). White non-Hispanics accounted for 73.1% of Nebraska's public high school graduates in 2014–2015, down from 89.5% in 2002–2003.
 - Between 2002–2003 and 2014–2015, the number of public high school graduates in each of the major racial/ethnic groups changed as follows:
 - Hispanics increased 289.9% (from 776 to 3,026 graduates)
 - Asian/Pacific Islanders increased 80.3% (from 279 to 503 graduates)
 - Black non-Hispanics increased 32.2% (from 841 to 1,112 graduates)
 - Native Americans increased 36.5% (from 167 to 228 graduates)
 - Since 2010–2011, graduates also have been classified in the category of "two or more races." In 2010–2011, there were 492 public high school graduates in this category. By 2014–2015, the number had increased 20.9% to 595 graduates.

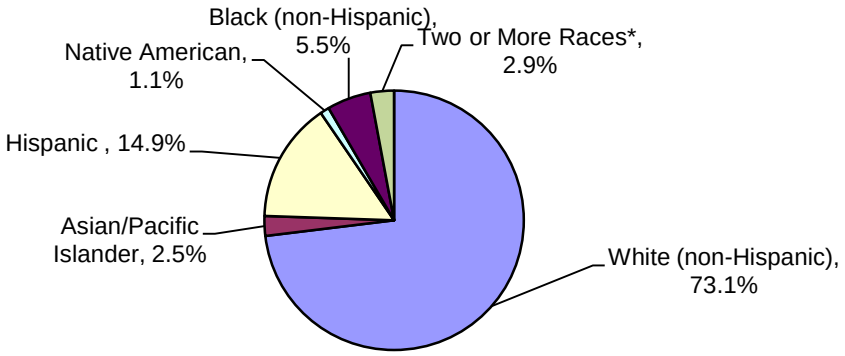
Figure 1.1.a.3

By Race/Ethnicity: Actual and Projected Percentages of Nebraska Public High School Graduates

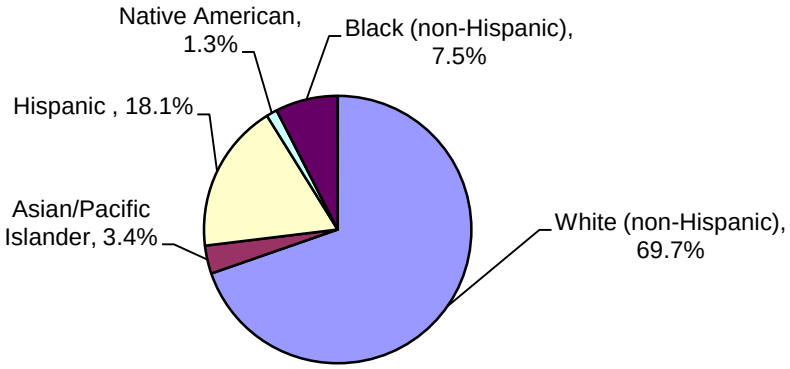
Actual Percentages of Graduates: 2002–2003 Baseline



Actual Percentages of Graduates: 2014–2015



Projected Percentages of Graduates: 2024–2025



Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. Actual counts and projections do not include graduates of educational service units or state-operated schools. *'Two or more races' was not a racial/ethnic category until 2010–11. For projections, multiracial graduates are proportionally distributed to the four race categories (American Indian/Alaska Native (i.e., Native American), Asian/Pacific Islander, black non-Hispanic, and white non-Hispanic. See Table A2.3 in Appendix 2 for supporting data. Data sources: Nebraska Department of Education, December 2007 and January 2016 (actual number of graduates). Projection data obtained from *Knocking at the College Door*, Western Interstate Commission for Higher Education, December 2012.

Nebraska High School Graduation Rates

The Coordinating Commission monitors Nebraska high school graduation rates to determine if the proportion of Nebraska's high school students who graduate from high school is increasing, thereby potentially increasing the pool of students who are prepared to go on to college.

Four-Year High School Graduation Rates (2002–2003 through 2009–2010)

Prior to the 2010–2011 school year, the Nebraska Department of Education used what has been called the **four-year high school graduation rate** to measure the proportion of high school students who receive regular diplomas.

- Nebraska's **state four-year graduation rate** was based on data that included graduates of educational service units, state-operated schools, nonpublic (private) schools, and public schools.

- In comparison, the **public four-year graduation rate** was also a statewide rate, but it was limited to data from Nebraska's public high schools.

- See Explanatory Note A3.1 in Appendix 3 for information on how four-year graduation rates were calculated and Table A3.1 in Appendix 3 for supporting data.

Cohort Four-Year High School Graduation Rates (2010–2011 through 2013–2014)

With the 2010–2011 school year, the Nebraska Department of Education began using the **cohort four-year graduation rate** to measure the proportion of Nebraska's *public* high school students who earn regular diplomas.

- Currently, data are not available to calculate a cohort four-year graduation rate for the nonpublic (private) high schools in Nebraska. Consequently, a statewide cohort four-year graduation rate for all public and nonpublic schools in Nebraska is not available.

- See Explanatory Note A3.2 in Appendix 3 for more information on how the cohort four-year graduation rates are calculated and Table A3.3 in Appendix 3 for supporting data.

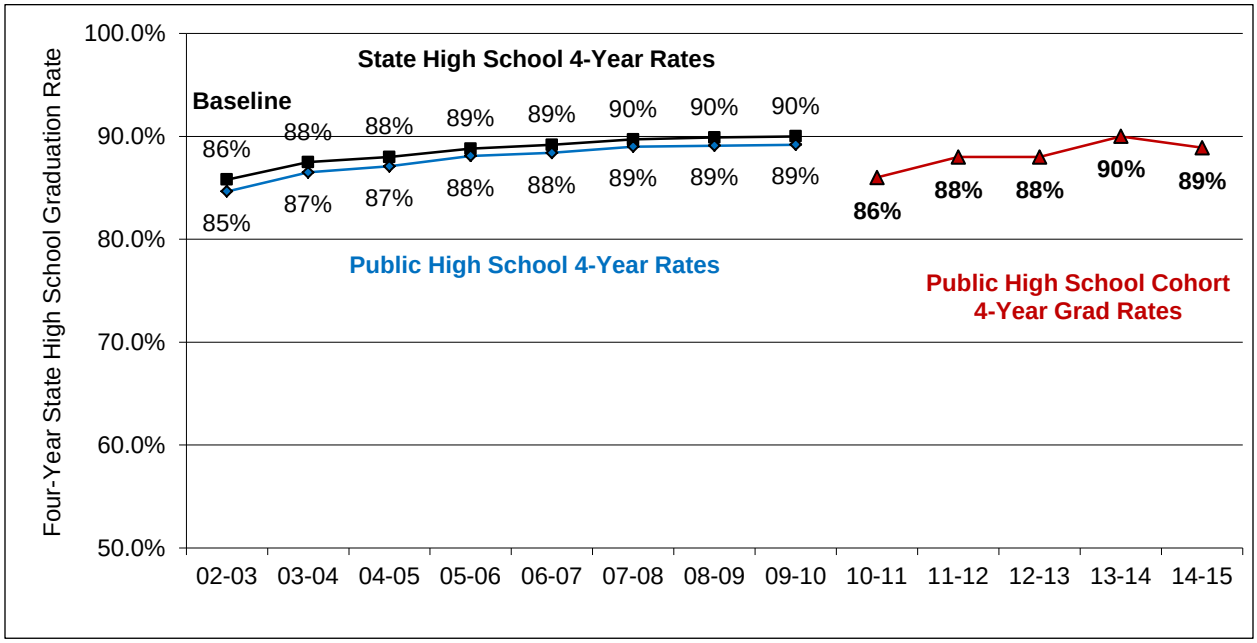
- Because the cohort four-year graduation rate is calculated using an entirely different methodology, it is not comparable to the four-year graduation rates for previous school years. Consequently, **the 2011 cohort four-year graduation rate established a new baseline for future comparisons**.[8]

- As shown in Figure 1.1.a.4, the **cohort four-year graduation rate for Nebraska's public schools was 86% in 2011 (2010–2011) and 89% in 2015 (2014–2015)**, or three percentage points higher than the cohort rate for 2011.

[8] With the adoption of the cohort four-year graduation rate, the Nebraska Department of Education is no longer using its previous methodology for calculating graduation rates.

Figure 1.1.a.4

Nebraska State and Public High School Four-Year Graduation Rates 2002–2003 through 2009–2010 and Nebraska Public High School Cohort Four-Year Graduation Rates 2010–2011 through 2014–2015



Note. See Table A3.1 and Table A3.3 in Appendix 3 for supporting data. Data source: Nebraska Department of Education, December 2007 (2002–03 through 2005–06 data), January 2009 (2006–07 data), February 2010 (2007–08 data), February 2011 (2008–09 and 2009–10 data), and January 2016 (2010–11 through 2014–15 data).

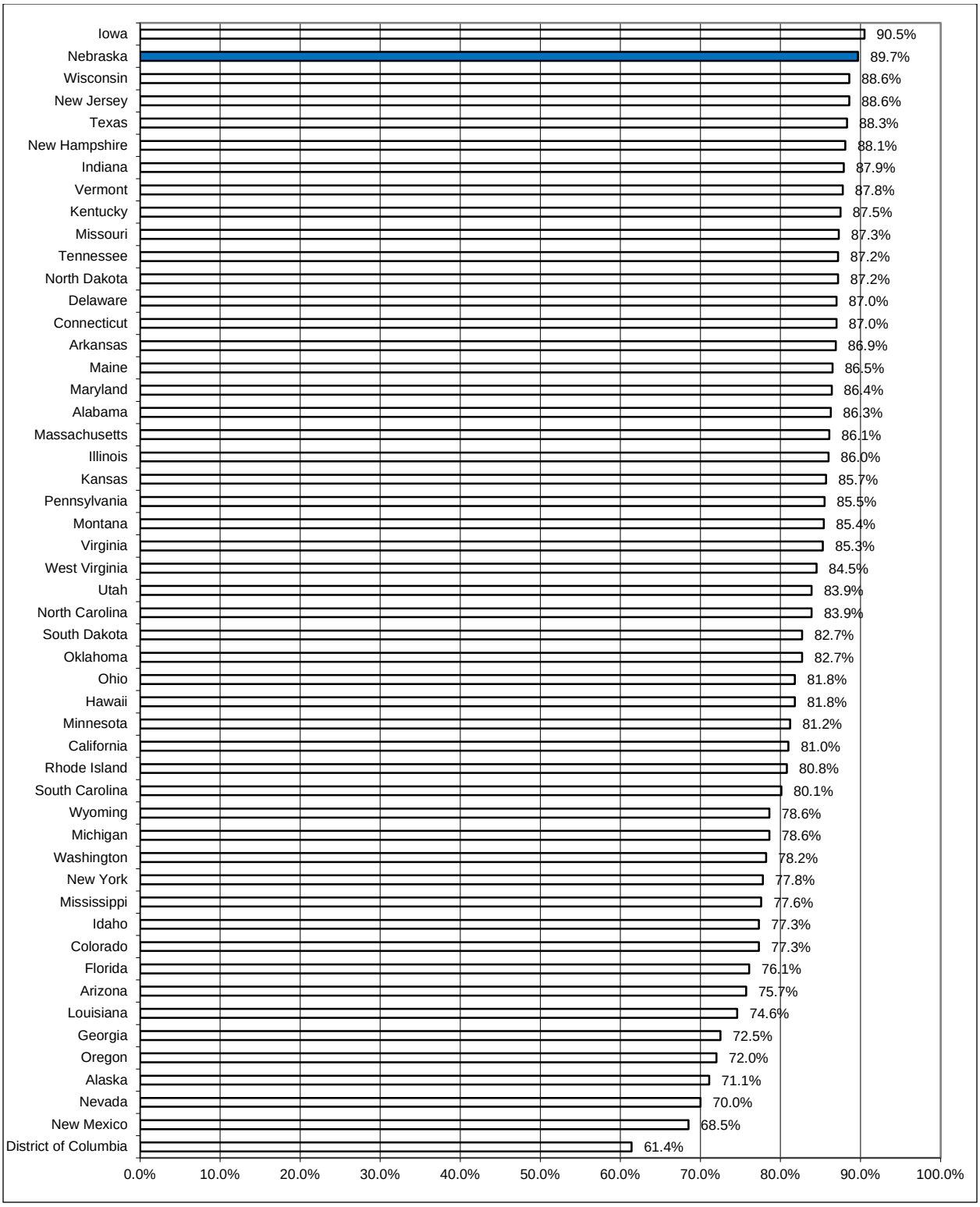
Public High School Cohort Four-Year Graduation Rates by State

Figure 1.1.a.5 shows the state-to-state comparisons of the cohort four-year graduation rates calculated for the 2013–2014 school year.

- As shown in Figure 1.1.a.5, Nebraska's 2013–2014 cohort four-year graduation rate was the second highest among the rates reported by 50 states and the District of Columbia. Iowa was the only state that reported a higher public high school graduation rate than Nebraska.

Figure 1.1.a.5

By State: 2013–2014 Public High School Four-Year Regulatory Adjusted Cohort Graduation Rate



Data source: U.S. Department of Education, Consolidated State Performance Report 2013–2014, October 19, 2015.

Nebraska Public High School Graduation Rates by Gender

An analysis of the high school graduation rate data obtained from the Nebraska Department of Education reveals that females continue to have higher graduation rates than males who attend Nebraska's public high schools, regardless of the methodology used to calculate them.

- As evidenced in Figure 1.1.a.6, the four-year graduation rates for females were higher than the rates for males from 2002–2003 to 2009–2010. Both rates gradually increased during this time, and the gap between males and females decreased from four percentage points in 2002–2003 to three percentage points in 2009–2010.

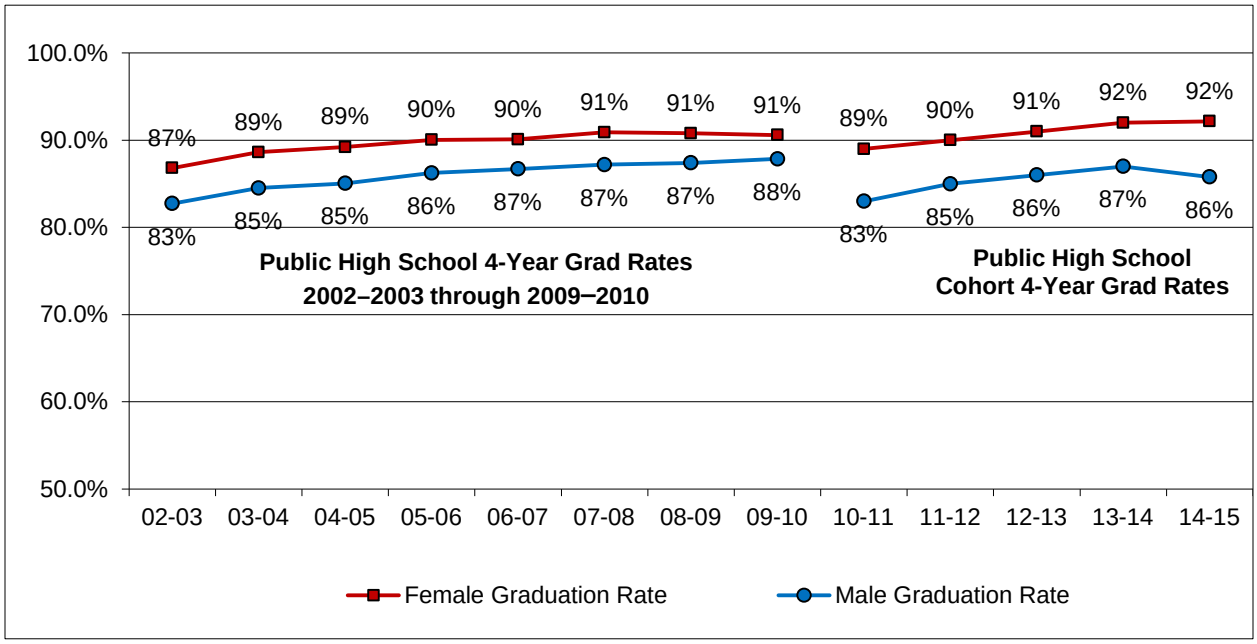
- As explained previously, cohort four-year graduation rates (first reported in 2010–2011) are not comparable to the rates reported for previous school years. Consequently, the **89% graduation rate for females** and the **83% graduation rate for males in 2010–2011 established new baselines** for future comparisons**.**

- **The cohort graduation rate for females in 2014–2015 was 92%,** three percentage points higher than the rate for 2010–2011. **The cohort graduation rate for males in 2014–2015 was 86%,** three percentage points higher than the rate for 2010–2011.

- In 2010–2011 and 2013–2014, the gap between male and female cohort graduation rates was six percentage points.

Figure 1.1.a.6

By Gender: Nebraska Public High School Four-Year Graduation Rates 2002–2003 through 2009–2010 and Nebraska Public High School Cohort Four-Year Graduation Rates 2010–2011 through 2014–2015



Note. See Table A3.2 and Table A3.3 in Appendix 3 for supporting data. Data source: Nebraska Department of Education, December 2007 (2002–03 through 2005–06 data), January 2009 (2006–07 data), February 2010 (2007–08 data), February 2011 (2008–09 and 2009–10 data), and January 2016 (2010–11 through 2014–15 data).

Nebraska Public High School Graduation Rates by Race/Ethnicity

As illustrated in Figure 1.1.a.7, high school graduation rates vary considerably by race/ethnicity, regardless of the methodology used to calculate them.

- The four-year high school graduation rates for each of the five reported racial/ethnic groups increased between 2002–2003 and 2009–2010. The largest percentage point increase in graduation rates during this time was evidenced among Hispanics, increasing from 58% to 78%.

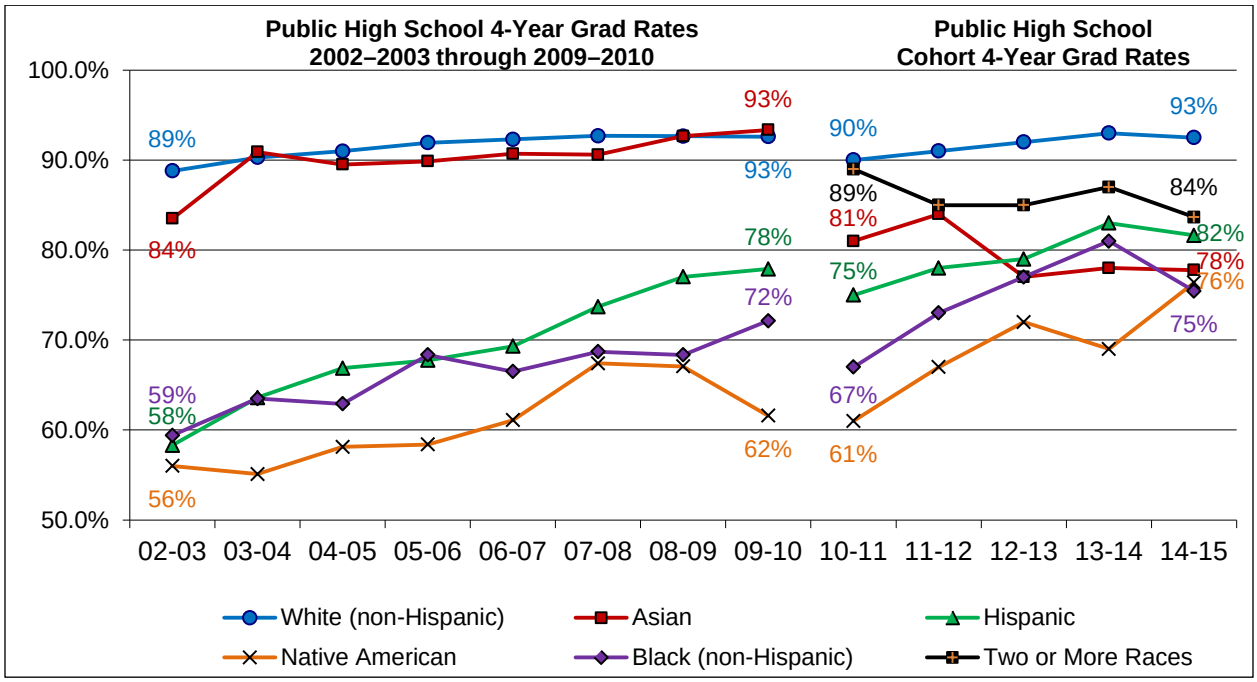
- Four-year graduation rates for Hispanics, black non-Hispanics, and Native Americans were considerably lower than the four-year graduation rates for white non-Hispanics and Asians/Pacific Islanders from 2002–2003 to 2009–2010.

- Since they are not comparable to the rates previously calculated by the Nebraska Department of Education, **the cohort four-year graduation rate for each racial/ethnic group in 2010–2011 established new baselines** for future comparisons.

- Between 2010–2011 and 2014–2015, the cohort four-year graduation rates decreased three percentage points for Asians and five percentage points for multi-racial individuals. During this same time, cohort four-year graduation rates increased for all other racial/ethnic groups, ranging from a three percentage point increase for white non-Hispanics to a 15 percentage point increase for Native Americans.

Figure 1.1.a.7

By Race/Ethnicity: Nebraska Public High School Four-Year Graduation Rates 2002–2003 through 2009–2010 and Nebraska Public High School Cohort Four-Year Graduation Rates 2010–2011 through 2014–2015



Note. Asian includes Pacific Islanders in the rates for 2002–2003 through 2009–2010. Cohort graduation rates are not shown for Native Hawaiians and other Pacific Islanders. Graduation rates for multiracial students are not available prior to 2010–11. See Table A3.1 and Table A3.3 in Appendix 3 for supporting data. Data source: Nebraska Department of Education, December 2007 (2002–03 through 2005–06 data), January 2009 (2006–07 data), February 2010 (2007–08 data), February 2011 (2008–09 and 2009–10 data), and January 2016 (2010–11 through 2014–15 data).

District-Level Analysis of Graduation Rates

The Nebraska Department of Education provides the Commission with the distribution of the 2014–2015 cohort four-year graduation rates for Nebraska's 250 public school districts, as shown in Table 1.1.a.2.

- 82 (34.4%) of Nebraska's public school districts had cohort four-year graduation rates of 100%, and 209 districts (83.6%) had graduation rates equal to or higher than the statewide rate of 88.89% in 2014–2015.

- 41 (16.4%) of the districts had graduation rates that were lower than the statewide rate of 88.89% for public schools in 2014–2015, and nine districts had rates of less than 75.0%.

- The three districts with the largest number of cohort graduates were Omaha Public Schools with a graduation rate of 78.24% (2,581 graduates), Lincoln Public Schools with a graduation rate of 82.36% (2,077 graduates), and Millard Public Schools with a graduation rate of 94.33% (1,647 graduates).

Table 1.1.a.2
Distribution of the Cohort Four-Year High School Graduation Rates for Nebraska Public High School Districts 2014–2015

Cohort Four-Year High School Graduation Rate	No. of School Districts	% of School Districts	Cumulative % of School Districts
100.00%	82	34.4%	34.4%
97.00% - 99.99%	13	5.2%	39.6%
94.00% - 96.99%	50	20.0%	59.6%
91.00% - 93.99%	44	17.6%	77.2%
88.89% - 90.99%	16	6.4%	83.6%
88.89% Nebraska Public High School Rate			
85.00% - 88.88%	20	8.0%	91.6%
75.00% - 84.99%	12	4.8%	96.4%
Less than 75.00%	9	3.6%	100.0%
All Public Districts	250		

Data source: Nebraska Department of Education, January 2016.

Nebraska Public High School Cohort Extended Graduation Rates

Figure 1.1.a.8 shows extended five- and six-year graduation rates for the 2012–2013 cohort (Part A) and extended five-year graduation rates for the 2013–2014 cohort (Part B).

- As evidenced in Part A of Figure 1.1.a.8, the 2012–2013 cohort **six-year** graduation rate for Nebraska's public school was 92%, four percentage points higher than the cohort four-year graduation rate.

- As shown in Part B of Figure 1.1.a.8, the overall **five-year** graduation rate for the 2013–2014 cohort was two percentage points higher than the cohort four-year graduation rate.

Extended Graduation Rates by Gender

Extending cohort graduation rates to five and six years narrows the gap between graduation rates for males and females. In other words, males are more likely than females to take five or six years to graduate from high school.

- For the 2012–2013 cohort, the four-year graduation rate was 86% for males and 91% for females, a gap of five percentage points. However, extending the graduation rate out to six years reveals the gap narrowed to three percentage points (91% for males and 94% for females).

- For the 2013–2014 cohort, the five-year graduation rate was 94% for females (up from 92% for four years) and 90% for males (up from 87% for four years).

Extended Graduation Rates by Race/Ethnicity

Extending cohort graduation rates to five and six years also narrows the gaps between graduation rates for various racial/ethnic groups.

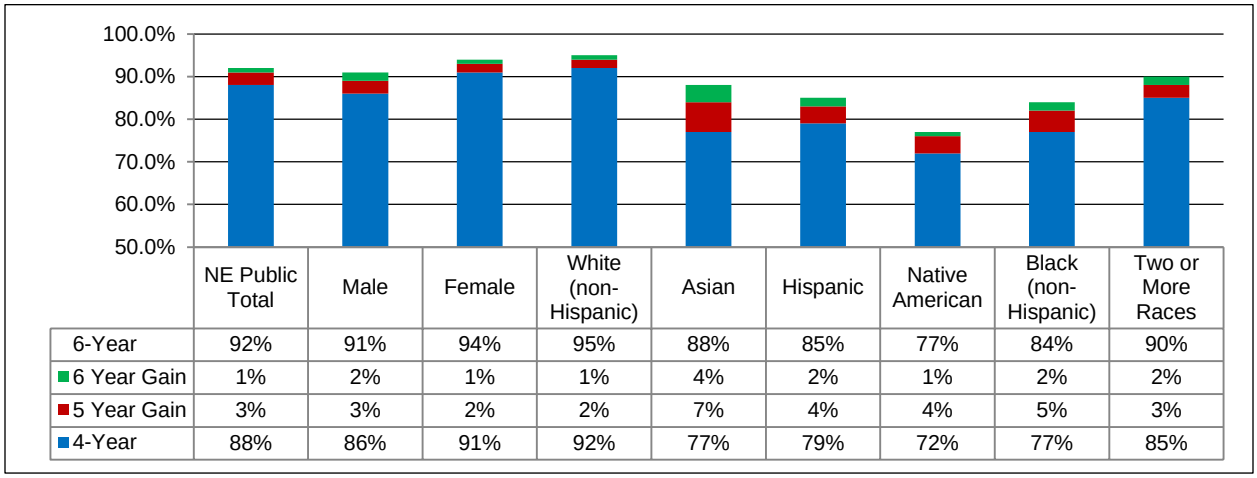
- The 2012–2013 cohort graduation rates for Asians increased 11 percentage points when extended from four to six years while the cohort graduation rates for black non-Hispanics increased seven percentage points when extended from four to six years.

- For the 2013–2014 cohort, the largest increase reported was for Native Americans, who increased seven percentage points in just one year (69% four-year graduation rate vs. 76% five-year graduation rate).

Figure 1.1.a.8

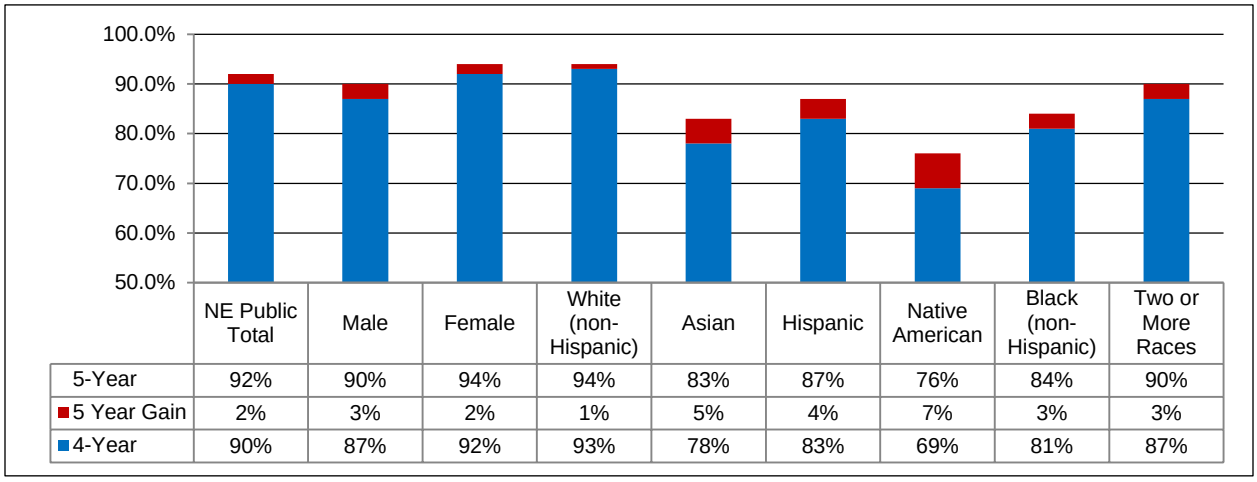
By Gender and By Race/Ethnicity: Nebraska Public High School Cohort Extended Graduation Rates for 2012–2013 and 2013–2014

Part A: 2012–2013 Cohort



	NE Public Total	Male	Female	White (non-Hispanic)	Asian	Hispanic	Native American	Black (non-Hispanic)	Two or More Races
6-Year	92%	91%	94%	95%	88%	85%	77%	84%	90%
6 Year Gain	1%	2%	1%	1%	4%	2%	1%	2%	2%
5 Year Gain	3%	3%	2%	2%	7%	4%	4%	5%	3%
4-Year	88%	86%	91%	92%	77%	79%	72%	77%	85%

Part B: 2013–2014 Cohort



	NE Public Total	Male	Female	White (non-Hispanic)	Asian	Hispanic	Native American	Black (non-Hispanic)	Two or More Races
5-Year	92%	90%	94%	94%	83%	87%	76%	84%	90%
5 Year Gain	2%	3%	2%	1%	5%	4%	7%	3%	3%
4-Year	90%	87%	92%	93%	78%	83%	69%	81%	87%

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. Cohort graduation rates are not shown for Native Hawaiians and other Pacific Islanders. See Table A3.3 in Appendix 3 for supporting data. Data source: Nebraska Department of Education, 2014–2015 State of the Schools Report.

Dropouts from Nebraska Public Schools

Previous editions of this report have shown that black non-Hispanics, Hispanics, and Native Americans account for disproportionately high percentages of the students who drop out of public high schools in Nebraska, compared to their representation among the graduates of these schools. This is an important finding because minorities—Hispanics in particular—are projected to account for higher percentages of Nebraska's high school students in the future.

It is essential to examine students who drop out of Nebraska's public schools because these are students who have dropped out of the "pipeline" of students who potentially can go on to college and earn degrees or other awards.

In its *State of the Schools* report, the Nebraska Department of Education (NDE) publishes only the cohort four-year graduation rate and the corresponding number of students in the cohort who earned regular diplomas within four years, including the summer following their fourth year of high school. A **cohort four-year dropout rate** *cannot* be calculated simply by subtracting the cohort four-year graduation rate from 100 percent. Additionally, the number of students in a cohort who drop out of school *cannot* be calculated by subtracting the number of regular diploma recipients from the total number of students in the cohort. Such calculations are invalid because the number of students in a cohort who did not receive regular diplomas includes students who are still in school, received other certificates, awards and diplomas, such as the GED, as well as students who dropped out of school.

Although cohort four-year dropout rates by gender or race/ethnicity are not available for analysis, NDE provides the Commission with the **total number of students in the 7th through 12th grades who dropped out of school** during the school year. In addition, NDE provides this information by race/ethnicity and by gender. Membership data is downloaded by the Commission from the NDE website for 7th through 12th grade students by gender and by race/ethnicity.

Table 1.1.a.3 compares Nebraska public school fall membership for 7th to 12th graders to the number of students in the 7th to 12th grades who dropped out in 2014–2015.

- While fall membership increased 1.6% from 2013–2014 to 2014–2015 (132,594 vs. 134,691), the number of dropouts decreased 0.3% (1,473 vs. 1,468).

- As evidenced in Table 1.1.a.3, white non-Hispanics accounted for 640, or 43.6%, of the students in the 7th to 12th grades who dropped out in 2014–2015.

- However, compared to their white non-Hispanic classmates, all other racial/ethnic groups accounted for disproportionately higher percentages of the students who dropped out of school relative to the percentages of students included in fall membership counts for 7th to 12th graders in 2014–2015.

Table 1.1.a.3
Distributions of Public School Fall Membership and Total Dropouts from the 7th through 12th Grades by Race/Ethnicity 2014–2015

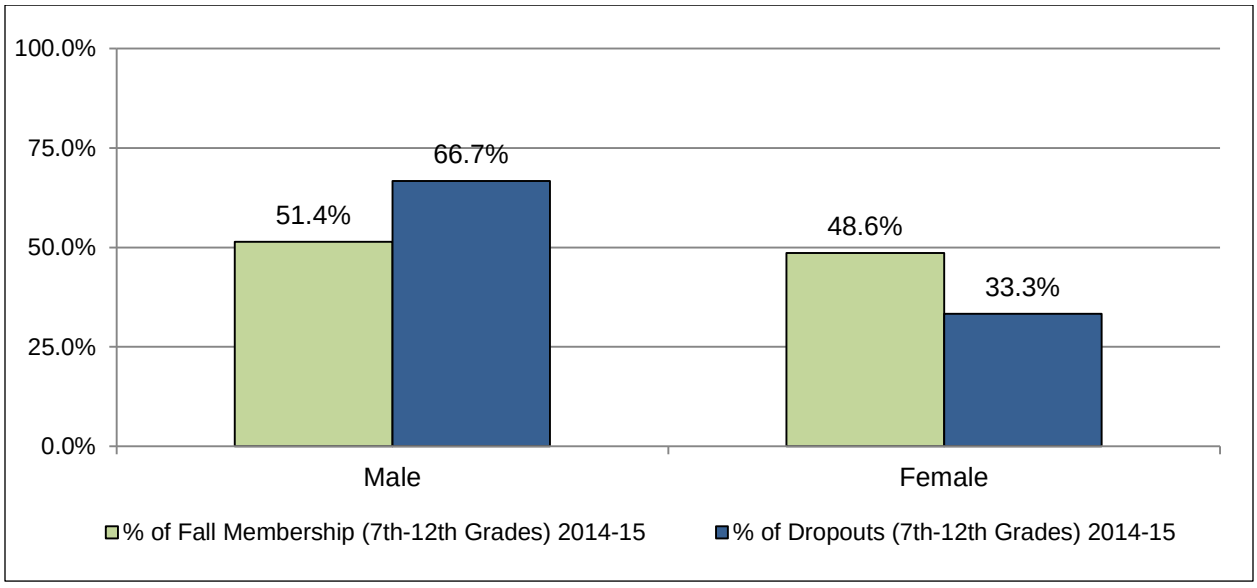
Race/Ethnicity	Fall Membership 7th - 12th Grade Students	% of Fall Membership	Number of 7th - 12th Grade Dropouts	% of Dropouts	Dropouts / Fall Membership
White (non-Hispanic)	94,174	69.9%	640	43.6%	0.7%
Asian/Pacific Islander	3,373	2.5%	53	3.6%	1.6%
Hispanic	22,632	16.8%	460	31.3%	2.0%
Native American	1,851	1.4%	44	3.0%	2.4%
Black (non-Hispanic)	8,623	6.4%	200	13.6%	2.3%
Two or More Races	4,038	3.0%	71	4.8%	1.8%
Public Total	134,691		1,468		1.1%

Note. See Table A3.4 in Appendix 3 for supporting data. Data source: Nebraska Department of Education, Data Reporting System, Quick Facts, January 2016 (fall membership); Nebraska Department of Education, January 2016 (dropouts).

- Based on the same type of analysis by gender, as evidenced in Figure 1.1.a.9, males accounted for 51.4% of 7th to 12th grade fall membership at Nebraska's public schools in 2014–2015, but 66.7% of the students in the 7th to 12th grades who dropped out of school.

Figure 1.1.a.9

Percentages of Public School Fall Membership and Total Dropouts from the 7th through 12th Grades by Gender 2014–2015



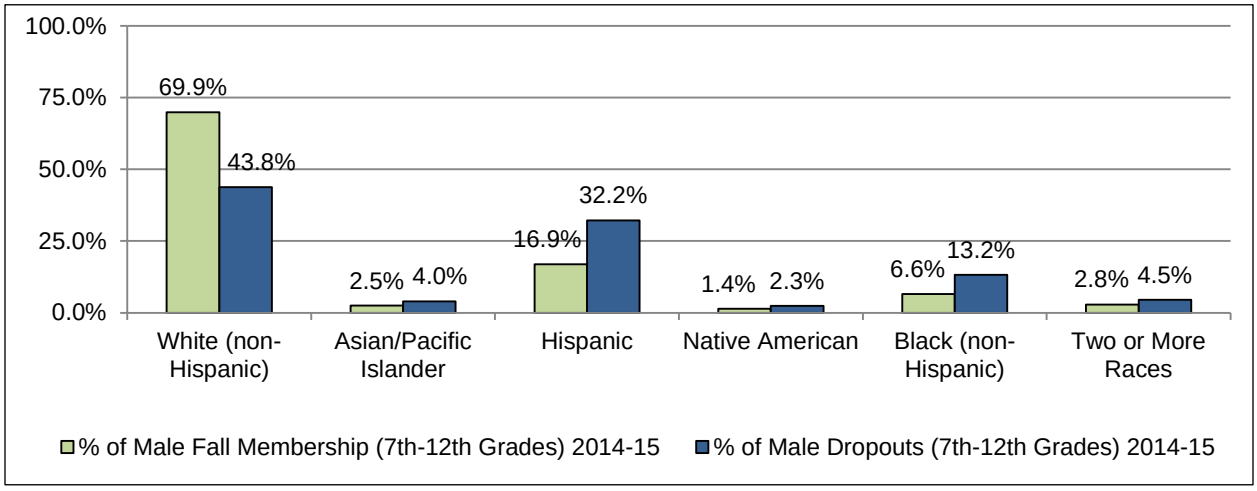
Note. See Table A3.4 in Appendix 3 for supporting data. Data source: Nebraska Department of Education, Data Reporting System, Quick Facts, January 2016 (fall membership); Nebraska Department of Education, January 2016 (dropouts).

- Figure 1.1.a.10 shows that disproportionately higher percentages of male and female students who are Asian/Pacific Islander, Hispanic, Native American, black non-Hispanic, or multiracial dropped out of school in 2014–2015, relative to their representation among 7th to 12th grade fall membership at Nebraska's public schools in 2014–2015.

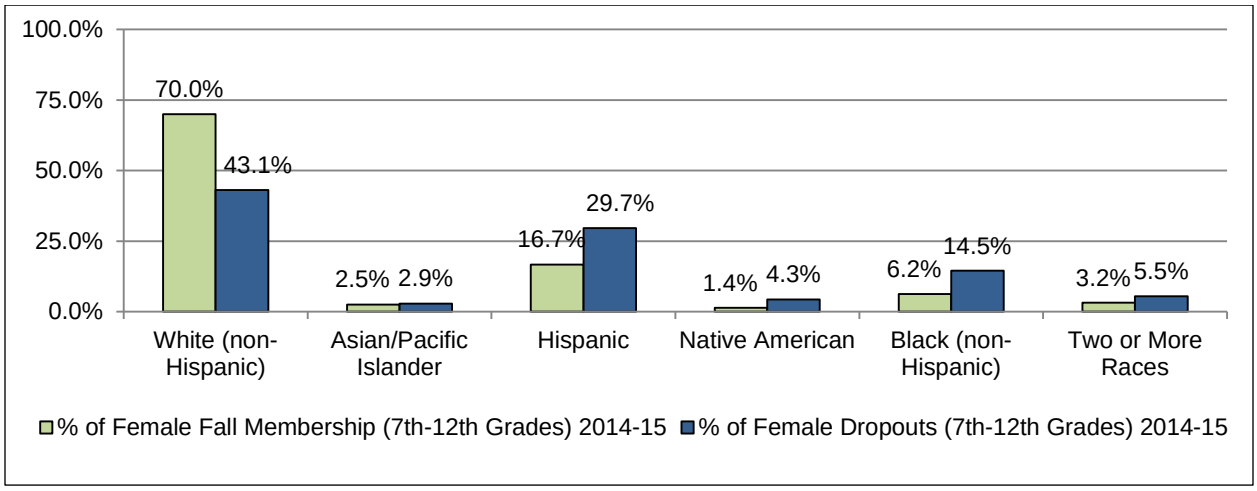
Figure 1.1.a.10

Percentages of Public School Fall Membership and Total Dropouts from the 7th through 12th Grades by Gender and Race/Ethnicity 2014–2015

Part A: Males by Race/Ethnicity



Part B: Females by Race/Ethnicity



Note. See Table A3.4 in Appendix 3 for supporting data. Data source: Nebraska Department of Education, Data Reporting System, Quick Facts, January 2016 (fall membership); Nebraska Department of Education, January 2016 (dropouts).

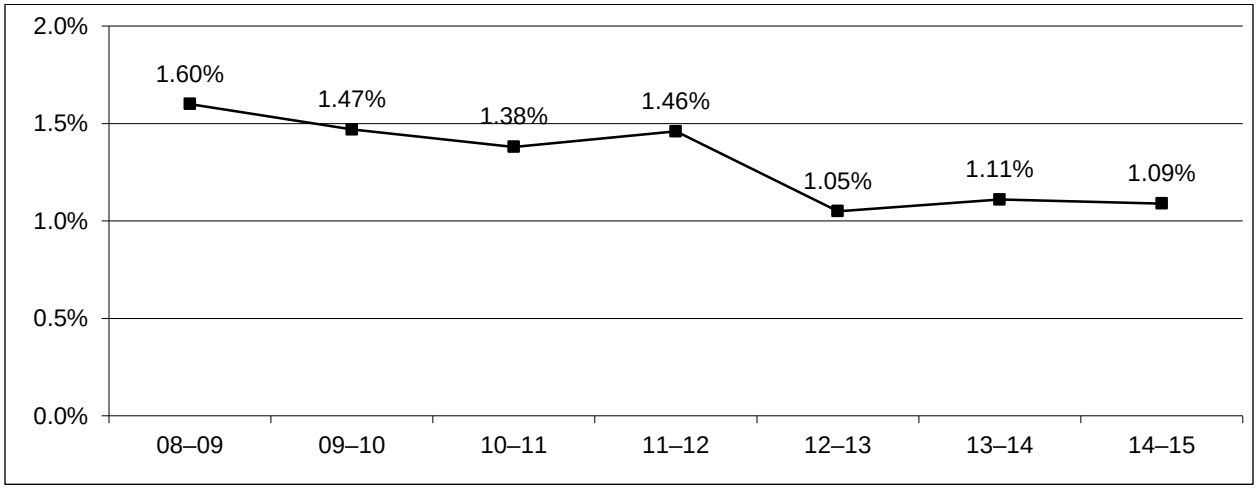
The findings reported in the preceding tables and charts clearly indicate that greater effort needs to be exerted to reduce the number of students who are dropping out of Nebraska's public schools each year, regardless of their gender or race/ethnicity. At the same time, an even greater effort should be exerted to encourage minority students to stay in school and continue on to college or some form of postsecondary training.

Nebraska Public Schools Dropout Rates

As shown in Figure 1.1.a.11, dropout rates for 7th- to 12th-graders from Nebraska's public schools have declined from 1.60% in 2008–2009 to 1.09% in 2014–2015. See Table A3.5 in Appendix 3 for district dropout rates.

Figure 1.1.a.11

State Dropout Rates for 7th- to 12th-Graders from Nebraska Public Schools 2008–2009 through 2014–2015



Note. See Table A3.5 in Appendix 3 for supporting data. Data source: Nebraska Department of Education, 2014–2015 State of the Schools Report.

1.1.b Preparation for College

Increase the proportion of Nebraska high school graduates who are adequately prepared to enroll in postsecondary education and proceed through degree completion.

The results of the ACT Assessment and the SAT Reasoning Test™ are summarized in this section as indicators of the extent to which Nebraska high school graduates are prepared academically to enter and proceed through postsecondary education. Of particular interest are (1) the estimated percentages of Nebraska high school graduates who are prepared for college-level coursework and (2) the higher average ACT scores achieved by students who take the "core" high school courses recommended to prepare them for college.

Nebraska Participation Rates for the ACT Assessment and the SAT Reasoning Test

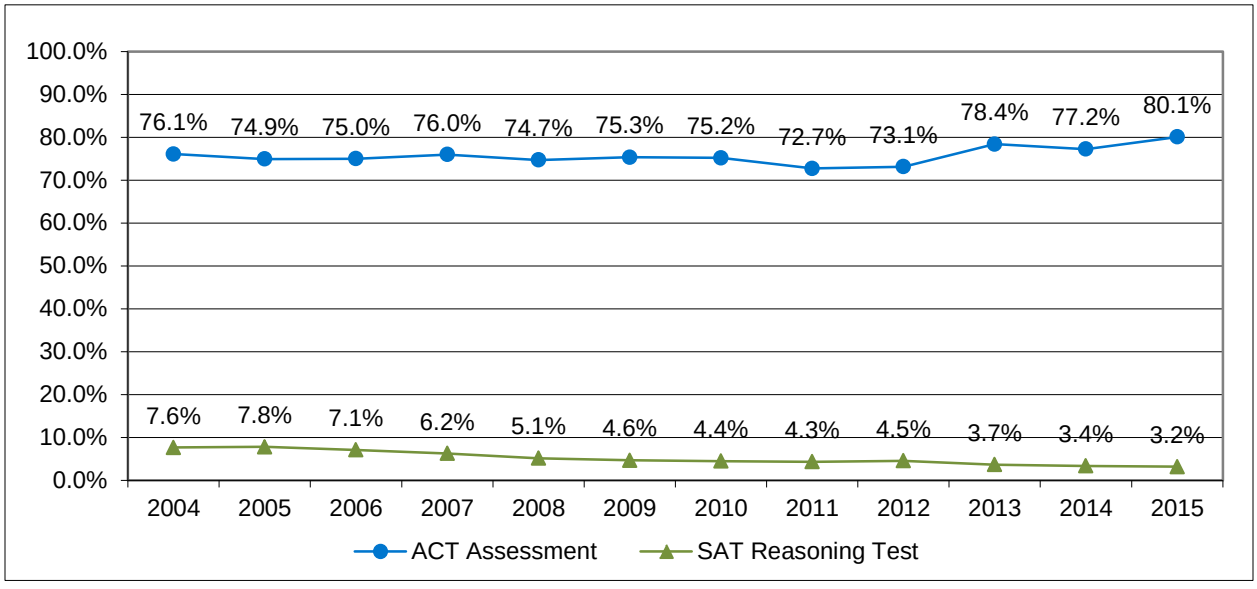
- The ACT Assessment is the predominant college entrance exam available to measure the extent to which Nebraska students are prepared for academic coursework beyond high school. As shown in Figure 1.1.b.1, 80.1% of the Nebraska high school students in the graduating class of 2015 took the ACT Assessment (up from 77.2% in 2014). In comparison, 3.2% of the students took the SAT Reasoning Test in 2015.

- The recent increase in participation rates for the ACT Assessment is at least partially due to the Nebraska ACT Pilot Project. Funded by the Nebraska Legislature, this project required all 11th graders in eight selected Nebraska public school districts to take the ACT during a school day in the spring of 2012, 2013, and 2014.

- The participation rate for the ACT was 4.0 percentage points higher in 2015 than in 2004 while the rate for the SAT was 4.4 percentage points lower in 2015 than in 2004.

Figure 1.1.b.1

Percentages of Nebraska High School Graduates Who Took the ACT Assessment and/or the SAT Reasoning Test 2004–2015



Note. See Table A4.1 in Appendix 4 for supporting data. Data sources: ACT, Inc., College Examination Board and the Nebraska Department of Education.

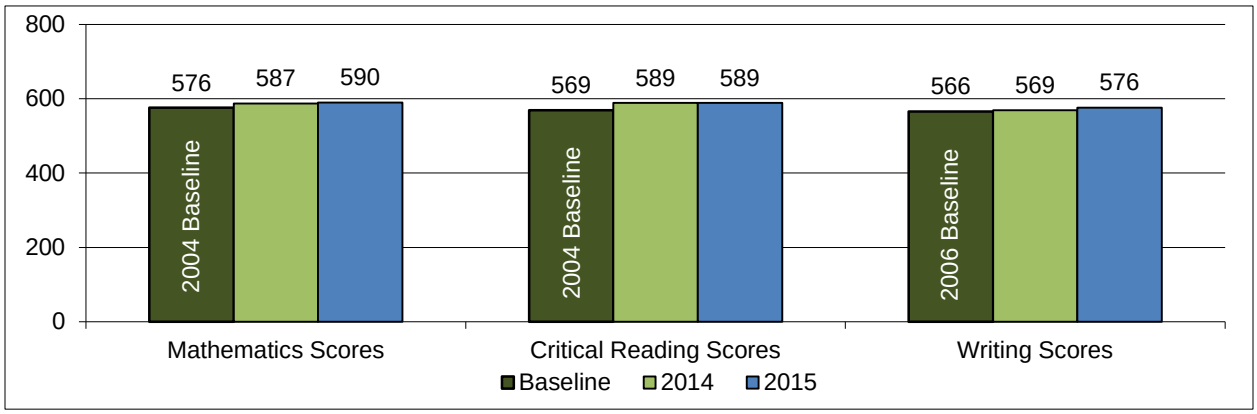
Nebraska SAT Reasoning Test Scores

The three components of the SAT Reasoning Test measure achievement in mathematics, critical reading and writing.

- As shown in Figure 1.1.b.2, the average mathematics scores of Nebraska high school students were three points higher in 2015 than in 2014 and 14 points higher than in 2004. While the average critical reading scores were the same in 2015 and 2014, they were up a total of 20 points since 2004. Average writing scores increased seven points from 2014 to 2015, up a total of 10 points since this test component was introduced in 2006.

Figure 1.1.b.2

Nebraska Average SAT Reasoning Test Scores
2014 and 2015 Scores Compared to 2004 or 2006 Baseline



Data source: College Examination Board, State Reports, 2004, 2014, and 2015.

- As shown in Table 1.1.b.1, the average math, critical reading, and writing scores of Nebraska high school students who took the SAT continued to be well above the national averages in 2015. However, it is important to note that only a relatively small number of students (723) in Nebraska took the SAT in 2015.

Table 1.1.b.1
National and Nebraska Average SAT Reasoning Test Scores
2004–2015

Year	Mathematics Scores		Critical Reading Scores		Writing Scores	
	National	**Nebraska**	National	**Nebraska**	National	**Nebraska**
2004	518	**576**	508	**569**	Not Applicable	
2005	520	**579**	508	**574**	Not Applicable	
2006	518	**583**	503	**576**	497	**566**
2007	514	**583**	501	**577**	493	**561**
2008	514	**584**	500	**579**	493	**566**
2009	514	**592**	499	**585**	492	**570**
2010	515	**592**	500	**583**	491	**568**
2011	514	**591**	497	**585**	489	**569**
2012	514	**585**	496	**576**	488	**562**
2013	514	**583**	496	**584**	488	**567**
2014	513	**587**	497	**589**	487	**569**
2015	511	**590**	495	**589**	484	**576**

Data source: College Examination Board, State Reports, 2004–2015.

Nebraska ACT Assessment Scores

The ACT Assessment consists of four curriculum-based achievement tests in English, reading, mathematics, and science. A student's scores for each of these tests are reported on a 36-point scale. A composite score is reported on a 36-point scale to reflect the student's overall performance on the series of four tests.

- As shown in Figure 1.1.b.3, the average ACT composite score for Nebraska high school students in the graduating class of 2015 was 21.5, down from 21.7 in 2004, which is the baseline for this report. Nebraska's 2015 average ACT composite score was 0.5 point higher than the national average of 21.0.

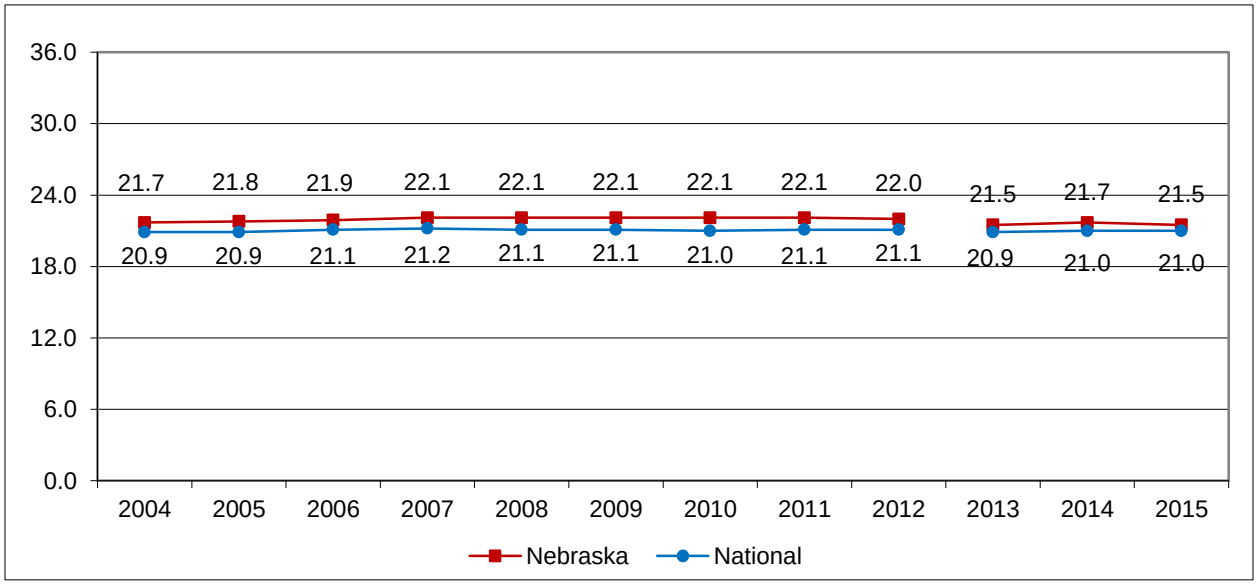
- There are two known reasons for the recent decline in the average ACT composite score.

 - First, starting in 2013, extended-time test takers are included in national and state composite scores. The average ACT composite score for extended-time test takers in 2015 was 16.8. Without extended-time students, Nebraska's average composite score would increase 0.2 point to 21.7.[9]

 - Second, the Nebraska ACT Pilot Project required all 11th graders in eight selected Nebraska public school districts to take the ACT during a school day in the spring of 2012, 2013, and 2014. The net effect of this project on ACT scores is unknown as the Commission does not know which students would have taken the ACT Assessment had it not been required.

Figure 1.1.b.3

Comparison of Nebraska and National Average ACT Composite Scores for the High School Graduating Classes of 2004–2015



Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. Data source: ACT High School Profile Reports for Nebraska, 2004–2015.

[9] Students with disabilities are provided reasonable accommodations appropriate to the student's disability. Approved students have up to five total hours (50% more time) to complete all four multiple-choice tests.

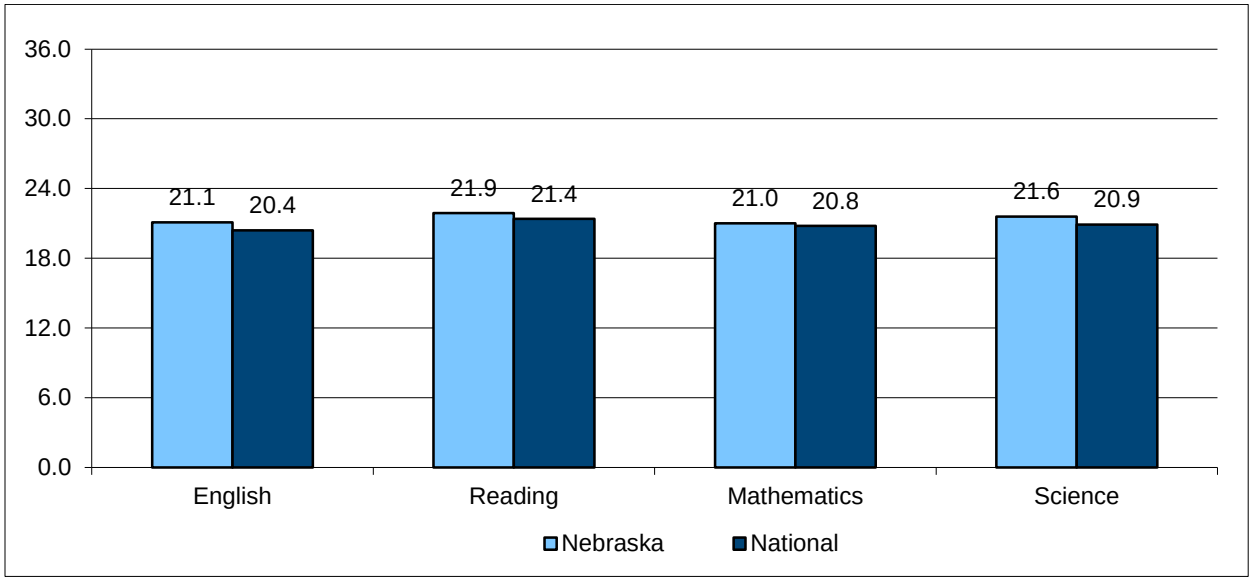
- Based on information from ACT, Inc., Nebraska had the highest average composite score among the 17 states where an estimated 80% to 100% of the 2015 high school graduates took the ACT Assessment. However, direct state-to-state comparisons are generally not advisable. [10]

- Figure 1.1.b.4 shows that Nebraska students in the 2015 graduating class scored above the national average on each of the subject-area tests that constitute the ACT Assessment.

- Since 2014, Nebraska's average ACT scores decreased between 0.1 and 0.2 point in all four subject-areas.

Figure 1.1.b.4

Comparison of National and Nebraska Average ACT Scores in English, Reading, Mathematics and Science for the Graduating Class of 2015



Data source: ACT High School Profile Report for Nebraska, 2015.

[10] The ACT Assessment is administered in all 50 states, and it is the predominant college entrance exam taken in about half of the states. Nationally, 1,924,436 (an estimated 59%) of the students in the high school graduating class of 2015 took the ACT Assessment. Each year, average ACT scores are reported for every state, but state-to-state comparisons are not advisable for several reasons. Currently, Alabama, Colorado, Illinois, Kentucky, Louisiana, Michigan, Mississippi, Montana, North Carolina, North Dakota, Tennessee, Utah, and Wyoming are the only states where the ACT Assessment is administered to 100% of the students who will graduate from high school. In all other states, the students who take the ACT are generally self-selected and, as a result, do not necessarily represent the total student populations of their states. Furthermore, the percentages of students who take the ACT vary greatly from one state to another, as do other factors that affect student achievement, such as the quality of school systems and the demographic and socio-economic characteristics of students and their families. For these reasons, specific state-to-state comparisons are not included in this report.

ACT College Readiness Benchmark Scores

Based on research conducted by ACT, Inc., students are prepared to succeed in entry-level college courses if their scores on the ACT Assessment meet or exceed ACT College Readiness Benchmark Scores. A *benchmark score is the minimum score needed on an ACT subject-matter test to indicate that a student has a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in related entry-level, credit-bearing college courses.* Corresponding to the subject-matter tests that constitute the ACT Assessment, these courses include English composition, social sciences, college algebra, and biology. For each college course or subject area, the 2015 ACT subject-area test and College Readiness Benchmark Scores are:

College Course or Area	ACT Subject-Area Test	College Readiness Benchmark Score[11]
English Composition	English	18
Social Science	Reading	22
College Algebra	Mathematics	22
Biology	Science	23

Percentages of Nebraska ACT-Tested Students Ready for College-Level Coursework

- Based on the data summarized in Figure 1.1.b.5, 69% of the ACT-tested Nebraska high school graduates in 2015 met or exceeded the College Readiness Benchmark Score of 18 on the ACT English test, indicating that there is a relatively high probability that these students will earn at least a C in college-level English composition courses.

- In comparison, 49% met or exceeded the College Readiness Benchmark Score of 22 on the reading test; 44% met or exceeded the mathematics benchmark score of 22 for college algebra; and only 42% met or exceeded the science benchmark score of 23 for biology.

- Between 2004 and 2015, the percentages of Nebraska students who met or exceeded ACT College Readiness Benchmarks on the English, reading, and mathematics tests decreased five, eight, and two percentage points, respectively. The only increase seen from 2004 to 2015 was for the science benchmark, which increased 11 percentage points.

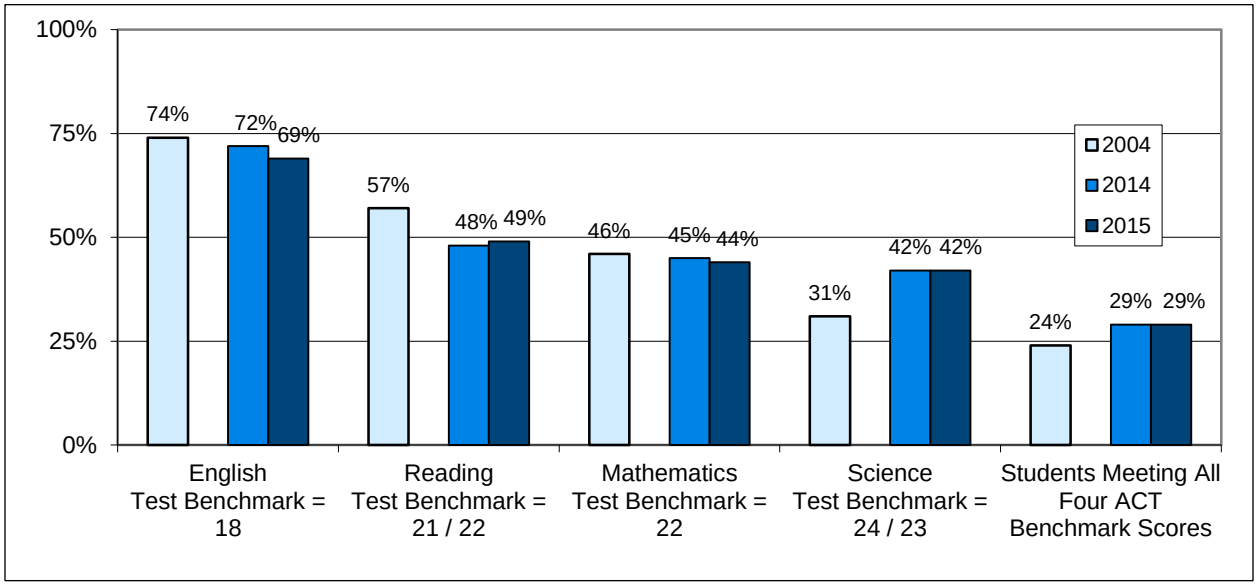
- Between 2014 and 2015, the percentage of Nebraska students who met or exceeded ACT College Readiness Benchmark for mathematics decreased one percentage point, and the percentage that met or exceeded the benchmark for reading increased one percentage point. Meanwhile, the percentage of Nebraska students who met or exceeded the benchmark for English decreased three percentage points, and the percentage that met or exceeded the benchmark for science remained the same.

- **Only 29% of Nebraska's high school graduates in the class of 2015 met or exceeded the ACT College Readiness Benchmarks in all four subject areas included in the ACT Assessment**. This percentage is five points higher than in 2004.

[11] Beginning in 2013, the reading benchmark score increased from 21 to 22 and the science benchmark score decreased from 24 to 23.

Figure 1.1.b.5

Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks that Indicate Sufficient Preparation for College-Level Courses
Nebraska High School Graduating Classes: 2014 and 2015 Compared to 2004 Baseline



Note. A benchmark score is the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing college courses. Beginning in 2013, the reading benchmark score increased from 21 to 22, the science benchmark score decreased from 24 to 23, and scores for extended-time test takers are included in reported ACT composite scores. See Table A4.2 in Appendix 4 for supporting data. Data source: ACT High School Profile Report for Nebraska, 2004, 2014, and 2015.

Changes in the Number of Students Who Took the ACT Assessment

- The largest change in the number of students who took the ACT Assessment in 2015 was the increase in the number of Hispanics: 2,257 in the class of 2015, up from 2,020 in the class of 2014, an increase of 237 students (11.7%) in only one year.

- See Table A4.4 in Appendix 4 for the number of students in each racial/ethnic group who took the ACT Assessment in 2004, 2014, and 2015.

ACT Composite Scores and College Readiness Percentages by Race/Ethnicity

- As shown in Figure 1.1.b.6, average ACT composite scores vary by race/ethnicity.

- The average composite scores for Asians, Hispanics, Native Americans, black non-Hispanics, and multiracial persons who graduated from Nebraska high schools in 2004, 2014, and 2015 were lower than the average composite scores of their white non-Hispanic classmates.

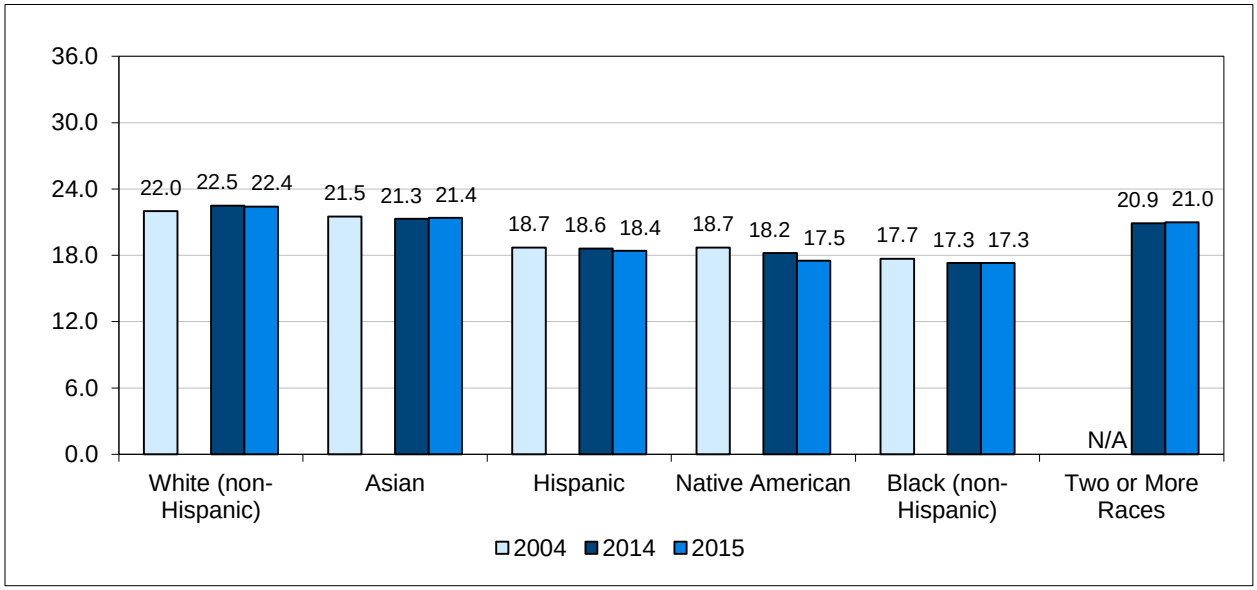
- Between 2014 and 2015, average composite scores increased 0.1 point for Asians and students of two or more races while the average composite scores for black non-Hispanics remained the same. Meanwhile, the average scores for white non-Hispanics, Hispanics, and Native Americans decreased 0.1, 0.2, and 0.7 point, respectively.

- The average composite scores of white non-Hispanics increased 0.4 point between 2004 and 2015. Meanwhile, the average scores of Asians, Hispanics, Native Americans, and black non-Hispanics decreased 0.1, 0.3, 1.2, and 0.4 point, respectively.

- It is unknown how much of the overall decline was attributable to the inclusion of extended-time test takers and students who took the ACT Assessment only because they were required to do so through the Nebraska ACT Pilot Project, and how much of the decline is attributable to other variables.

Figure 1.1.b.6

Nebraska Average ACT Composite Scores by Race/Ethnicity
2014 and 2015 Compared to 2004 Baseline



Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. Prior to 2011, the Asian category included Native Hawaiians and other Pacific Islanders. Average composite scores for Native Hawaiians and other Pacific Islanders are excluded from this figure due to the small number of individuals in this racial category who took the ACT Assessment. In 2014, 12 Native Hawaiians and other Pacific Islanders took the ACT Assessment with an average composite score of 19.6. In 2015, 28 Native Hawaiians and other Pacific Islanders took the ACT Assessment with an average composite score of 19.5. These students are not included in the calculation of the average composite score for Asians in 2014 or 2015. Prior to 2011, ACT did not have a racial/ethnic category for individuals who were more than one race. Data source: ACT High School Profile Report for Nebraska, 2004, 2014, and 2015.

- Based on the data for the graduating class of 2015 summarized in Figure 1.1.b.7, lower percentages of Hispanics, Native Americans, and black non-Hispanics are sufficiently prepared for college-level coursework compared to their white non-Hispanic, Asian, and multiracial classmates.

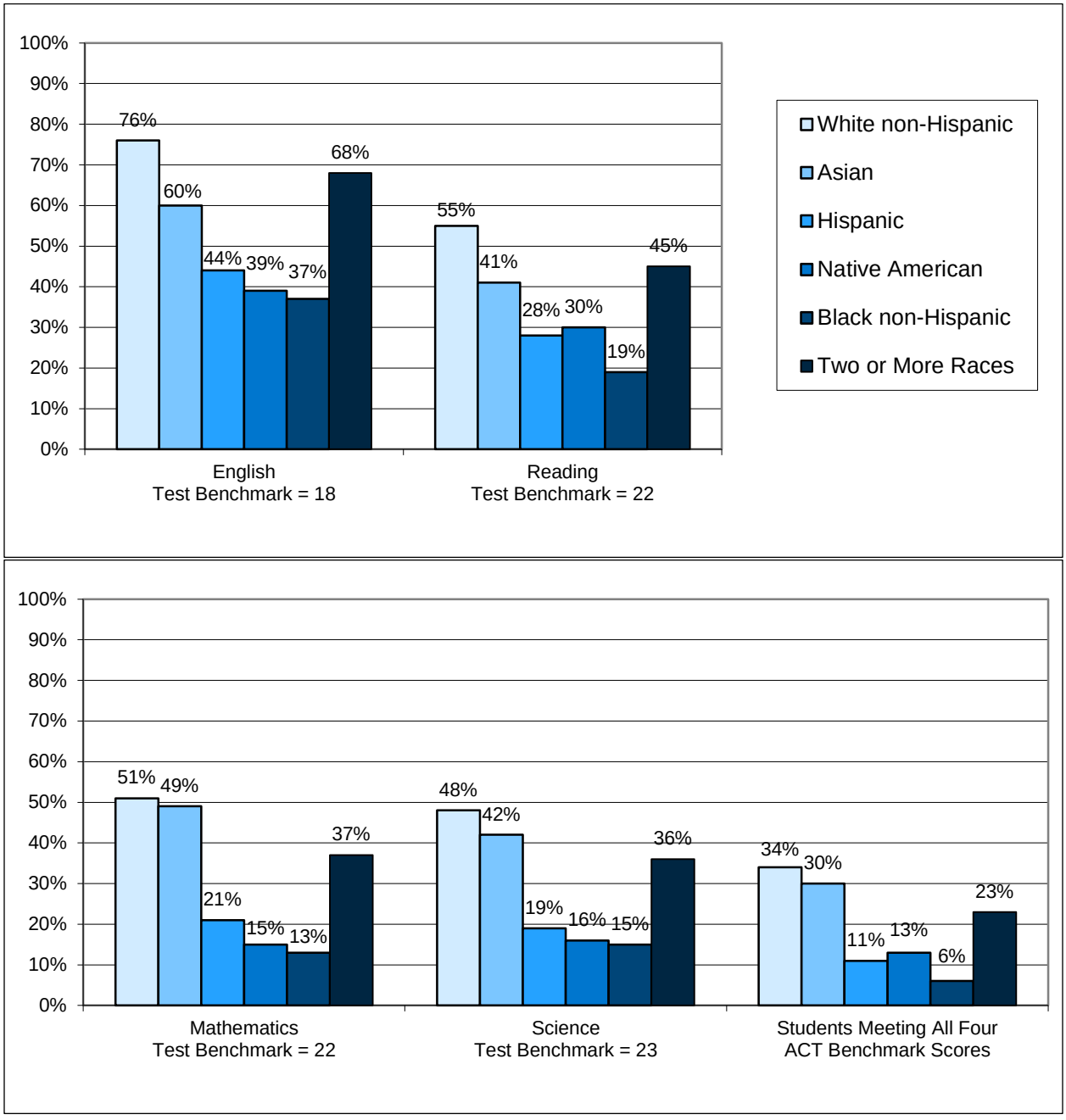
- For example, only 21% of the ACT-tested Hispanics in the class of 2015 met or exceeded the ACT College Readiness Benchmark Score in mathematics, compared to 51% of the white non-Hispanic students, 49% of the Asian students, and 37% of the multiracial students. More dramatically, only 15% of the ACT-tested Native Americans and 13% of the ACT-tested black non-Hispanics met or exceeded the benchmark score in mathematics. A similar pattern is evidenced for the other three ACT subject-matter tests as well as the percentage of students who met all four ACT benchmark scores.

- In fact, 34% of white non-Hispanics, 30% of Asians, and 23% of multiracial students met or exceeded the benchmarks for all four subject-matter tests in 2015, while only 11% of

Hispanics, 13% of Native Americans, and 6% of black non-Hispanics met or exceeded the benchmarks for all four subject-matter tests.

Figure 1.1.b.7

Percentages of ACT-Tested High School Students in the Graduating Class of 2015 Who Met or Exceeded ACT College Readiness Benchmark Scores That Indicate Sufficient Preparation for College-Level Courses by Race/Ethnicity



Note. A benchmark score is the minimum score needed on an ACT subject-matter test to indicate that the student has a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in corresponding entry-level, credit-bearing college courses. Data for Native Hawaiians and other Pacific Islanders are excluded from this figure due to the small number of individuals in this racial category (28) who took the ACT Assessment. Data source: ACT High School Profile Report for Nebraska, 2015.

The Importance of the ACT-Recommended High School Core Curriculum

ACT, Inc. defines the core, college-preparatory high school curriculum (i.e., the core) as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I). Specifically, the core is defined as consisting of the following courses:

- 4 years of English: English 9, English 10, English 11, and English 12
- 3 years of Math: Selected from Algebra I, Algebra II, Geometry, Trigonometry, and Calculus
- 3 years of Social Sciences: Selected from American History, World History, American Government, Economics, Geography, and Psychology
- 3 years of Natural Sciences: Selected from General/Physical/Earth Science, Biology, Chemistry, and Physics

When students register to take the ACT Assessment, they are asked to report the courses they have taken or plan to take before they graduate from high school. Based on the combinations of courses that students report they have taken or plan to take, ACT, Inc. conducts research to determine how taking the core—or more than the core—is related to scores on the ACT Assessment and academic achievement in college.

- The research conducted by ACT, Inc. has repeatedly confirmed that students who complete the high school core generally score higher on the ACT Assessment and are more likely to progress successfully through postsecondary education programs than students who do not complete the recommended core courses.

- Furthermore, research conducted by ACT, Inc. indicates that students who take rigorous courses beyond the recommended minimum number of core courses are even more likely to be ready for college than students who take the minimum core. This research indicates that students whose coursework beyond the core includes advanced courses in mathematics, such as trigonometry or calculus, as well as courses in biology, chemistry, and physics, are the likeliest of all high school students to be ready for college-level coursework.[12]

Consequently, it is important to monitor the average ACT composite scores of students who report that they completed the core—or more than the core—compared to the scores of students who report taking less than the minimum core courses.

Nebraska ACT Composite Scores of Students Who Take the ACT-Recommended Core and Students Who Take Less than the Core Curriculum

- As shown in Figure 1.1.b.8, Nebraska students who have taken or plan to take the core college preparatory courses—or more than the core—in high school have consistently scored higher on the ACT than the students who have completed or plan to complete less than the minimum core.

- Of the ACT-tested students in the class of 2015, those who took the core or more had an average composite score of 22.5 compared to an average score of 18.8 for the students who reported that they took courses that did not meet the minimum core requirements.

[12] Executive Summary, *Crisis at the Core: Preparing All Students for College and Work*, ACT, Inc., 2004, page 3, available at act.org/research/policymakers/pdf/crisis_exec_summary.pdf.

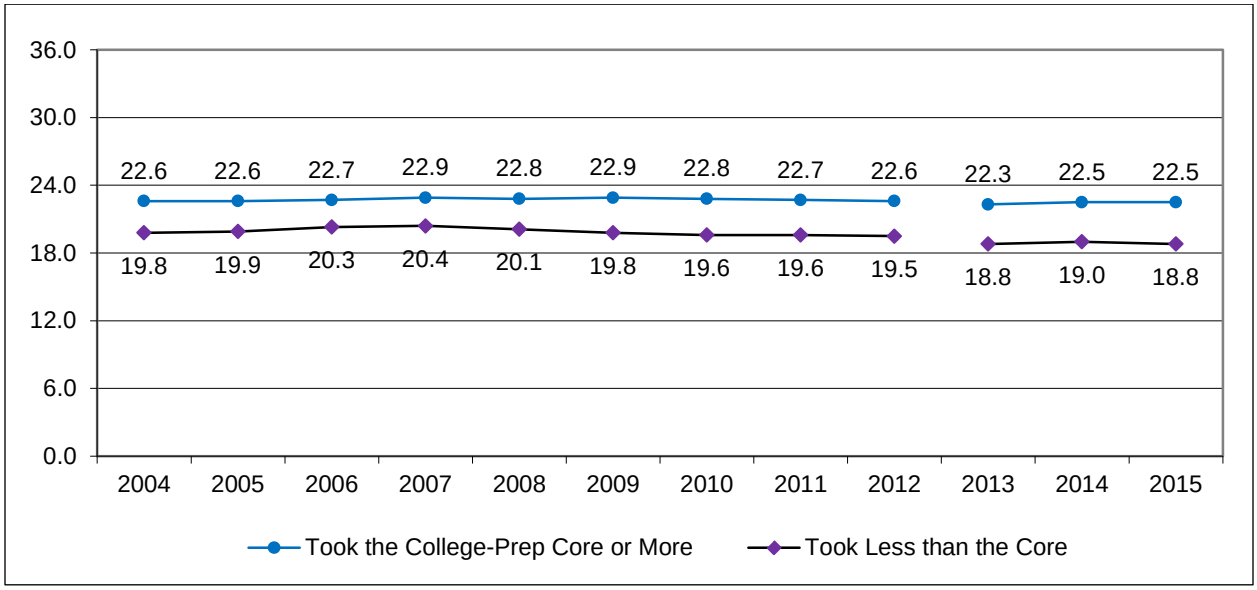
- The average ACT composite score for the students who took the core or more was 0.1 point lower in 2015 than it was in 2004 while the average score for students who took less than the core was 1.0 point lower in 2015 than it was in 2004.

- The average ACT composite score of Nebraska students who have taken less than the core decreased from 19.0 in 2014 to 18.8 in 2015. Meanwhile, the average score for those who took the core or more was the same in 2015 as it was in 2014.

- Regardless of score variations, the data summarized in Figure 1.1.b.8 provide strong evidence that taking the college-preparatory curriculum continues to have a positive effect on ACT composite scores and improves a student's chances for achieving academic success in college-level courses.

Figure 1.1.b.8

Nebraska Average ACT Composite Scores of Students Who Took the College-Preparatory Core and Students Who Took Less than the Core 2004–2015



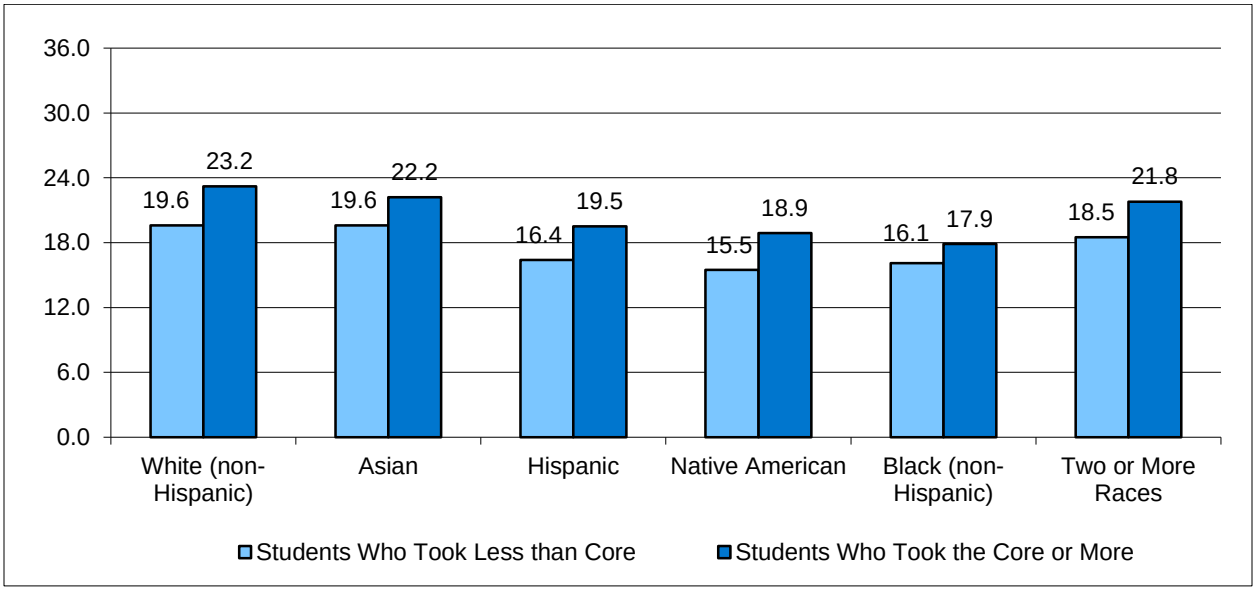
Note. ACT, Inc. defines the core college-preparatory high school curriculum (or what is simply called "the core") as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I). Beginning with the graduating class of 2013, scores for extended-time test takers are now included in reported ACT composite scores. Data source*:* ACT High School Profile Reports for Nebraska, 2004–2015.

Note: Beginning with the 2014–2015 school year, Nebraska school districts are required to adopt and implement graduation requirements that include meeting standards similar to those represented by the core, college-preparatory high school curriculum advocated by ACT, Inc. Prior to adoption of the new statewide standards, Nebraska high school graduation requirements were set by each school district individually and may or may not have included "the core" as defined by ACT, Inc. Data source: Nebraska Department of Education, Rule 10, Regulations and Procedures for the Accreditation of Schools (pages 5-6), August 1, 2015.

- **Taking "the core or more" helps students of every race/ethnicity.** Within each of the six racial/ethnic groups, the average ACT composite score was higher for the students in the graduating class of 2015 who took the college-preparatory core than the average score for students who took less than the core, as illustrated in Figure 1.1.b.9.

Figure 1.1.b.9

2015 Nebraska ACT Composite Scores for Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core by Race/Ethnicity



Note. Data for Native Hawaiians and other Pacific Islanders are excluded from this figure due to the small number of individuals in this racial category (28) who took the ACT Assessment. Data source: ACT High School Profile Report for Nebraska, 2015.

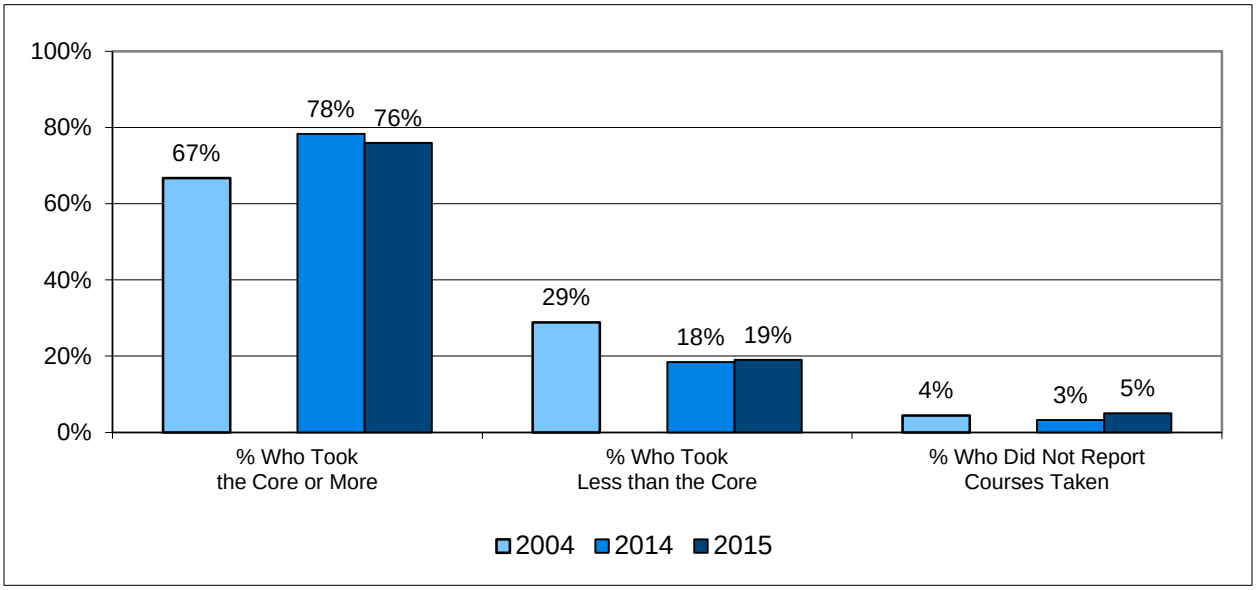
The Percentage of Nebraska ACT-Tested Students Who Take the Core or More

As mentioned earlier in this section, the students themselves report the courses they have taken and plan to take before they graduate from high school when they register for the ACT Assessment. Self-reporting may make the data less accurate and/or less reliable. However, the percentage of ACT-tested students who reported the courses they took or planned to take in high school was 96% in 2004, 97% in 2014, and 95% in 2015.

- A direct comparison of 2004, 2014, and 2015 percentages indicates that the percentage of high school students who took the core or more increased noticeably over the past 10 years. As shown in Figure 1.1.b.10, the percentage of students who reported that they took the core or more was nine percentage points higher in 2015 than in 2004.

Figure 1.1.b.10

Percentages of Nebraska's ACT-Tested Students Who Took the College-Preparatory Core or More and Students Who Took Less than the Core 2014 and 2015 Compared to 2004 Baseline

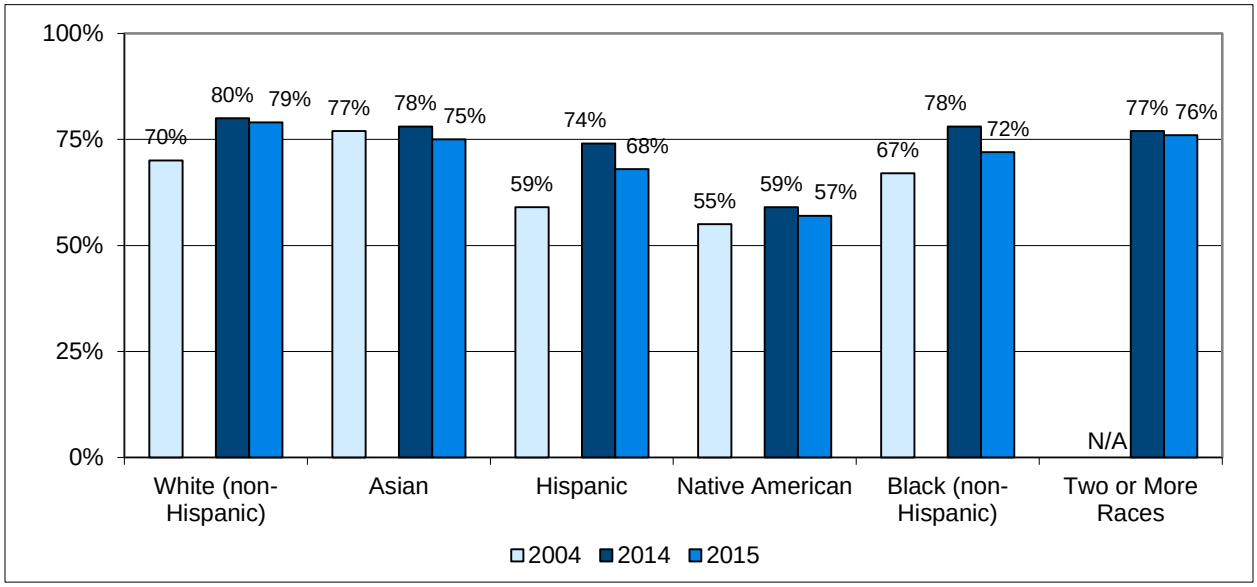


Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. See Table A4.3 in Appendix 4 for supporting data. Data source: ACT High School Profile Report for Nebraska, 2004, 2014, and 2015.

- Figure 1.1.b.11 shows that for all major racial/ethnic groups, except for Asians, there has been a general increase since 2004 in the percentage of the ACT-tested students who have reported taking the core or more in high school.
- Interestingly, for all racial/ethnic groups, a lower percentage reported taking the core or more in the graduating class of 2015 than in the graduating class of 2014.
- As shown in Figure 1.1.b.12, lower percentages of Native American and black non-Hispanic high school graduates in Nebraska have been taking the ACT Assessment than their white non-Hispanic, Asian/Pacific Islander, Hispanic, and multiracial classmates.
- Between 2014 and 2015, ACT participation rates decreased for Native Americans and multiracial students but increased for all other racial/ethnic groups.

Figure 1.1.b.11

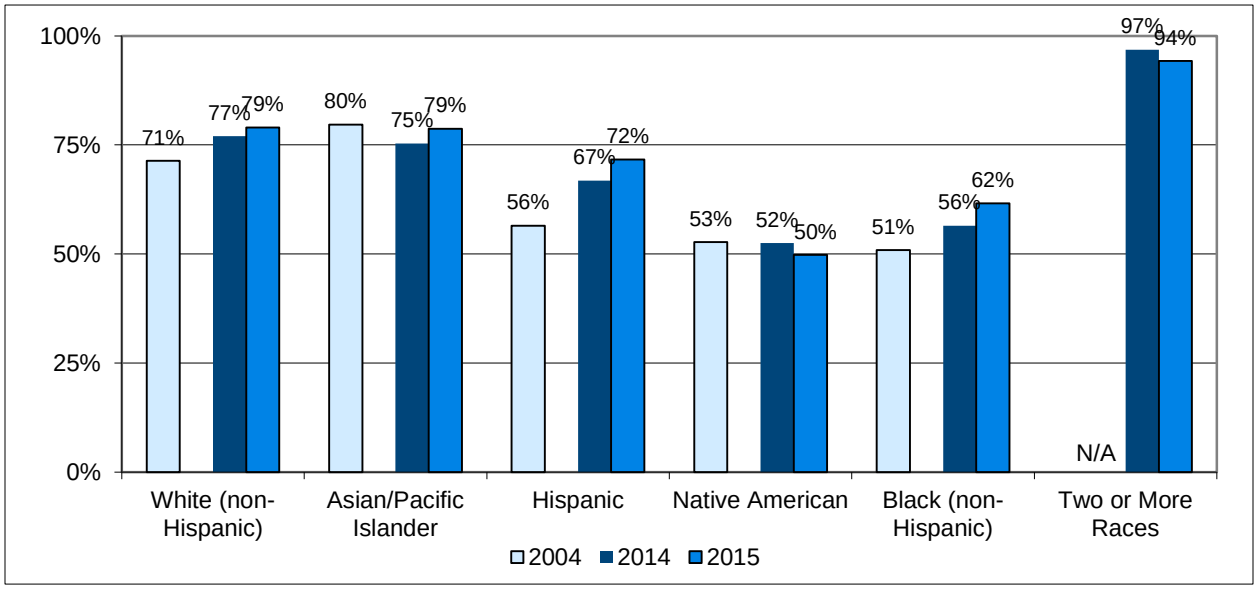
Percentage of Nebraska ACT-Tested Students Who Reported That They Took the College-Preparatory Core or More by Race/Ethnicity 2014 and 2015 Compared to 2004 Baseline



Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. Prior to 2011, ACT did not have a racial/ethnic category for individuals who were more than one race. Data for Native Hawaiians and other Pacific Islanders are excluded from this figure due to the small number of individuals in this racial category who took the ACT Assessment. Data source: ACT High School Profile Report for Nebraska, 2004, 2014, and 2015.

Figure 1.1.b.12

Percentage of Nebraska High School Graduates Who Took the ACT Assessment by Race/Ethnicity 2014 and 2015 Compared to 2004 Baseline



Note. Beginning with the graduating class of 2013, scores for extended-time test takers are included in reported ACT composite scores. Asian graduates include Native Hawaiians and other Pacific Islanders, as well. Prior to 2011, ACT did not have a racial/ethnic category for individuals who were more than one race. See Table A4.4 in Appendix 4 for supporting data. Data sources: Nebraska Department of Education and ACT High School Profile Report for Nebraska for 2004, 2014, and 2015.

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1.1.c College Continuation Rates

Increase the proportion of Nebraska high school graduates who enroll in postsecondary education.

One strategic approach to increasing the total number of students who enroll at Nebraska's postsecondary institutions is to increase the state's college continuation rate, or the percentage of Nebraska high school graduates who go to college. (Since a college-going rate is the same as a college continuation rate, the two terms are used interchangeably in this report.)

Introduction: Two Measures of Nebraska's College Continuation Rates

This section of the *Nebraska Higher Education Progress Report* provides estimates of the state's college continuation rate based on two different approaches to data collection and analysis. The first approach relies on data collected every two years through the Integrated Postsecondary Data System (IPEDS) maintained by the National Center for Education Statistics (NCES) in the U.S. Department of Education. The second approach is an annual study that is based on data obtained from the National Student Clearinghouse (NSC) in cooperation with the Nebraska Department of Education.

College Continuation Rates Based on IPEDS Data

The Coordinating Commission estimates Nebraska's college continuation rates using IPEDS data that are collected every other year in the fall. The Nebraska Department of Education provides the total number of students who graduated from Nebraska public and private high schools during the school year preceding IPEDS data collection. Given the number of high school graduates, the Commission uses IPEDs data to estimate how many of these Nebraskans continued on to college at degree-granting and non-degree-granting institutions throughout the United States.

Using available data from IPEDS, college continuation rates are estimated only for first-time freshmen who start college in the fall term or preceding summer of the academic year following their graduation from high school. First-time freshmen who wait to start college until after the fall term are not included. College continuation rates do not account for these students because the NCES does not require institutions to report when each of the students in this category graduated from high school.

Another limitation of the college continuation rates based on IPEDS data is that they cannot be calculated for any subgroups based on gender, race/ethnicity, household income, or any other demographic or socioeconomic variable. Using IPEDS data, a college continuation rate can be estimated only for the total number of students who graduated from Nebraska high schools during a given school year.

An important advantage of using IPEDS data is that the National Center for Education Statistics has consistently collected these data for a number of years, allowing the Commission to calculate and publish statewide college continuation rates for degree- and non-degree-granting institutions for an extended period of time. In addition, IPEDS data are currently the only source that research organizations can use to calculate a national college continuation rate and make state-to-state comparisons of college-going rates.

The latest available IPEDS data were reported by institutions for first-time freshmen who started college in fall 2014, providing a basis for estimating the college continuation rate for students who graduated from Nebraska high schools during the 2012–2013 school year. In this

report, the estimated college continuation rate for fall 2014 is compared to estimates for previous years, including fall 2002, which is the baseline for this report.

College Continuation Rates Based on National Clearinghouse Data

An approach to estimating college continuation rates that overcomes major limitations of using IPEDS data is to use data available from the National Student Clearinghouse (NSC). The NSC is a not-for-profit organization that serves as a central repository of postsecondary student enrollment, degree, and diploma data voluntarily submitted by more than 3,600 colleges and universities. These institutions enroll an estimated 96.7% of the college students in the United States that attend Title IV, degree-granting institutions.[13]

Since the beginning of 2009, the Coordinating Commission has worked in cooperation with the Nebraska Department of Education to obtain and analyze data from the NSC to estimate the college continuation rates for male and female low-income and non-low-income students who have graduated from Nebraska's public high schools. An important addition to the 2016 Progress Report is the inclusion of college continuation rates by gender, student income status, and race/ethnicity. Currently, students who have graduated from Nebraska's nonpublic (or private) high schools are not included in the analysis. However, this research has the important advantage of providing estimates and comparisons of college continuation rates by gender, student income status, and race/ethnicity. Another advantage is that this research is conducted in the spring of the year following high school graduation. As a result, students who do not start college in the summer or fall immediately following high school graduation but who instead wait to begin college until the winter or spring are included in the count of the state's public high school graduates who continued on to college.

The Coordinating Commission has estimated college continuation rates for the students who graduated from Nebraska's public high schools during the 2007–2008 through 2013–2014 school years, using data obtained from the National Student Clearinghouse. The findings of this research are summarized at the end of this section.

[13] Data source: National Student Clearinghouse Research Center, Enrollment Coverage Workbook, updated December 22, 2015.

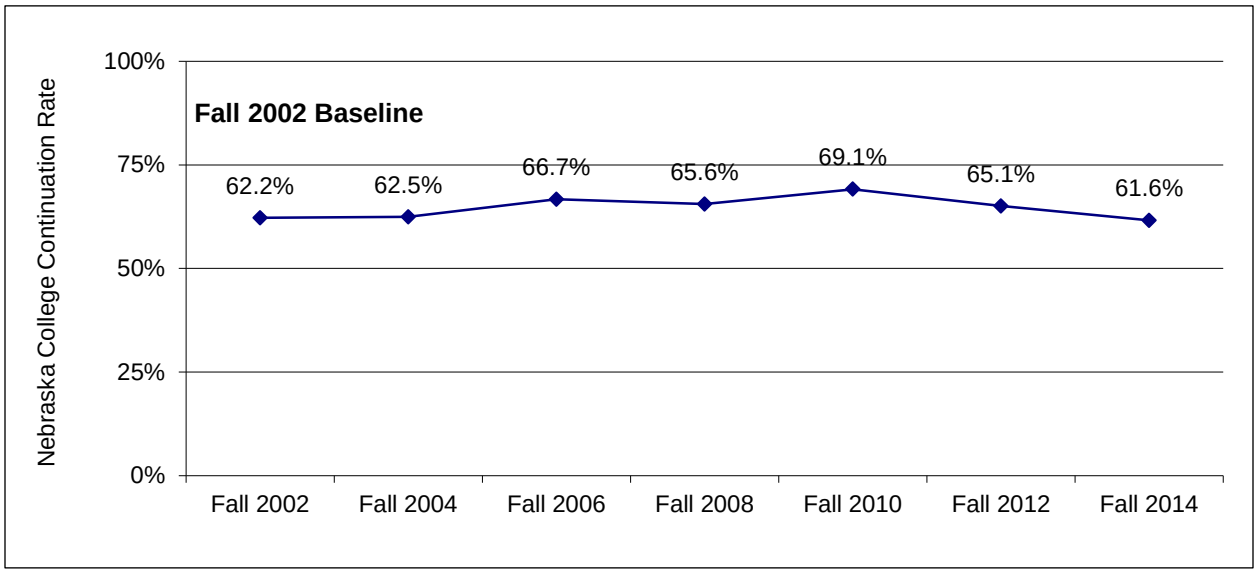
Nebraska Statewide College Continuation Rates Based on IPEDS Data

- Using IPEDS data, the college continuation rate is the number of Nebraska-resident, first-time freshmen who enrolled in college in the summer or fall term following their high school graduation, divided by the number of students who graduated from Nebraska high schools during the previous school year.

- As evidenced in Figure 1.1.c.1, the estimated college continuation rate for Nebraska high school graduates who attended degree-granting institutions anywhere in the United States decreased from 62.2% in fall 2002, which is the baseline for this report, to 61.6% in fall 2014. Notably, the estimated college continuation rate has declined 7.5 percentage points since fall 2010.

Figure 1.1.c.1

College Continuation Rate for Nebraska High School Graduates Who Attended Degree-Granting Institutions in the United States in the Summer of Fall Term Following High School Graduation Fall 2002 – Fall 2014



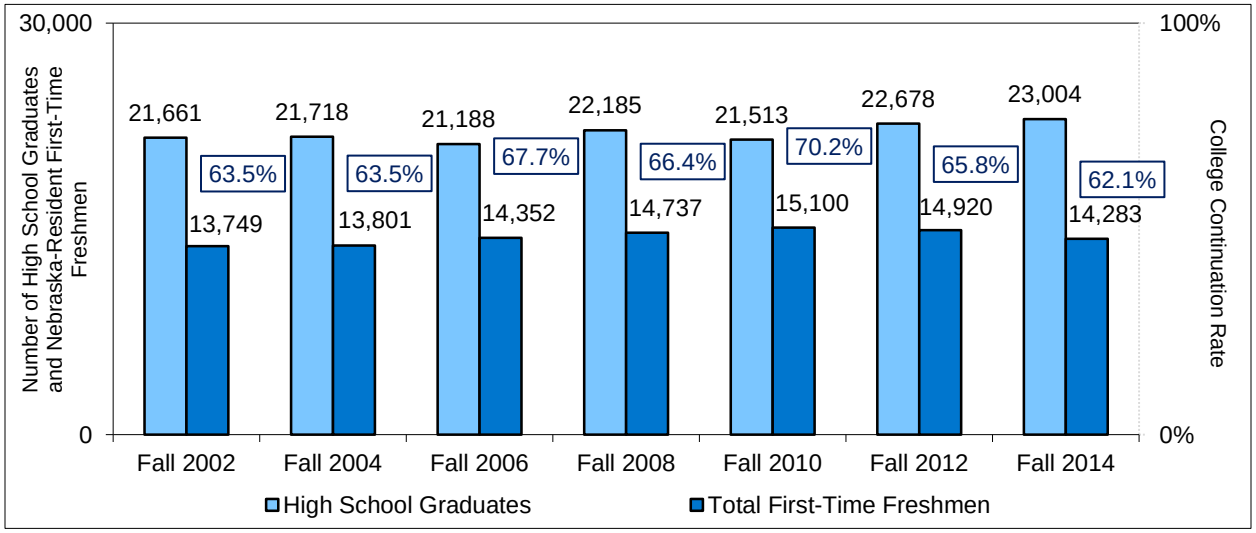
Note. Includes full-time and part-time students. See Table A5.1 in Appendix 5 for supporting data. Data sources: Nebraska Department of Education, January 2007, January 2009, January 2011, December 2013, and January 2015, and the National Center for Education Statistics, IPEDS fall 2002 through 2014 surveys.

- Adding the number of high school graduates who attended non-degree-granting institutions slightly increases the estimated college continuation rate for Nebraska.

- As illustrated in Figure 1.1.c.2, the estimated college continuation rate for Nebraska students who graduated in the high school class of 2014 and attended degree-granting and non-degree-granting colleges in fall 2014 was 62.1%, a decrease of 1.4 percentage points from the 63.5% continuation rate in 2002.

Figure 1.1.c.2

College Continuation Rate for Nebraska High School Graduates Who Attended Degree-Granting and Non-Degree-Granting Institutions in the United States in the Summer or Fall Term Following High School Graduation Fall 2002 – Fall 2014



Note. Includes full-time and part-time students. See Table A5.1 in Appendix 5 for supporting data. Data sources: Nebraska Department of Education, January 2007, January 2009, January 2011, December 2013, and January 2015, and the National Center for Education Statistics, IPEDS fall 2002 through 2014 surveys.

State-by-State College Continuation Rates

- The most recent national study of college continuation rates is limited to students who attended degree-granting institutions as first-time freshmen in the 2012 summer or fall term after graduating from high school during the 2011–2012 school year.

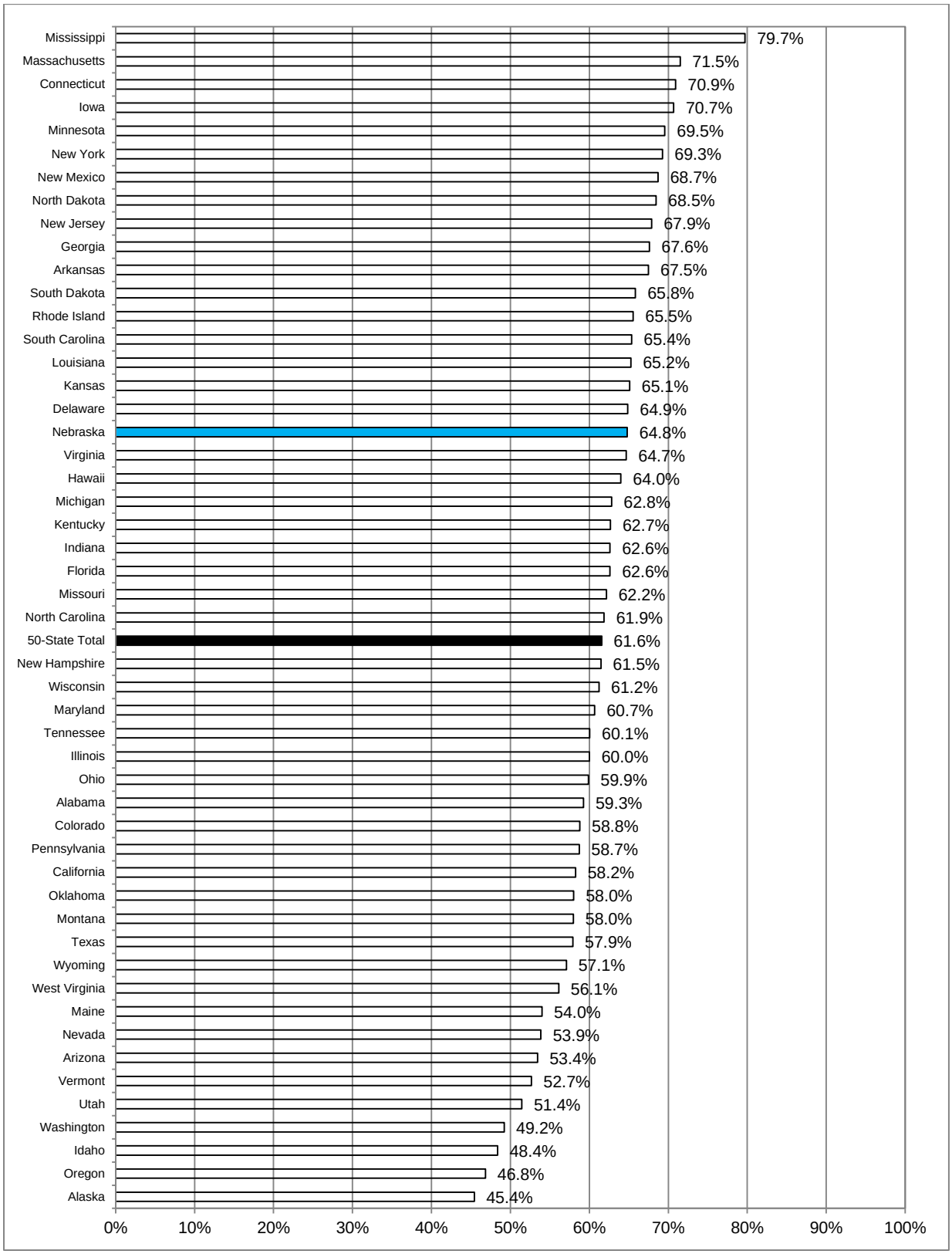
- As shown in Figure 1.1.c.3, Nebraska's fall 2012 estimated college continuation rate of 64.8% was the 18th highest in the 50-state comparison and 3.2 percentage points above the 50-state average.[14]

- In comparison, Nebraska's fall 2002 estimated college continuation rate of 59.9% was the 14th highest in the 50-state comparison and 3.2 percentage points above the 50-state average of 56.7%.

[14] Data source: Postsecondary Education OPPORTUNITY, College Continuation Rate Comparisons by State included in the 2012 Chance for College spreadsheet, updated February 3, 2016. The 64.8% estimated college continuation rate for Nebraska in the 50-state study is 0.3 percentage point lower than the rate of 65.1% that the Coordinating Commission estimated for fall 2012, as shown in Figure 1.1.c.1. This difference is due to the fact the number of Nebraska nonpublic (private) high school graduates was estimated to be 2,304 for the 50-state study, whereas the Commission used the actual number of nonpublic high school graduates the Nebraska Department of Education (NDE) reported to the Commission, which was 2,192. In addition, the Commission used the number of public high school graduates the NDE reported to the Commission, 20,486, while the 50-state study used a slightly lower number of 20,464 public high school graduates, obtained from the National Center for Education Statistics.

Figure 1.1.c.3

Fall 2012 College Continuation Rates by State



Data source: 2012 Chance for College by Age 19 Spreadsheet, updated February 3, 2016, Postsecondary Education OPPORTUNITY.

In-State and Out-of-State College Continuation Rates

- The statewide college continuation rate for Nebraska high school graduates can be partitioned into two rates:
 - In-state college continuation rate: the percentage of Nebraska high school graduates who attend postsecondary institutions in Nebraska in the summer or fall term following high school graduation.
 - Out-of-state college continuation rate: the percentage of Nebraska high school graduates who continue on to college at out-of-state institutions in the summer or fall term following high school graduation.

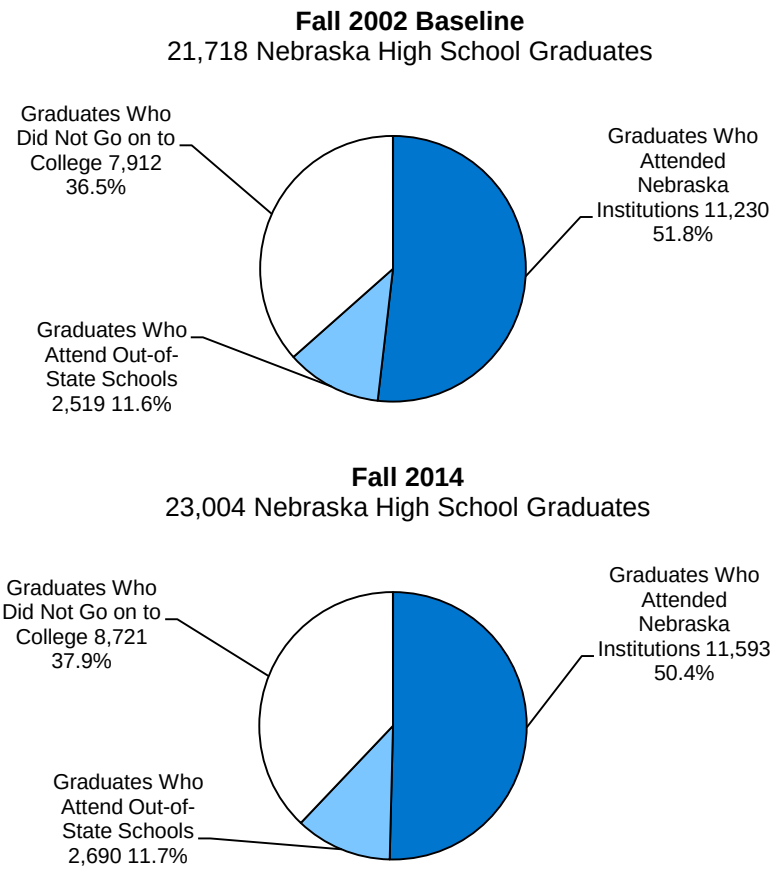
- As illustrated in Figure 1.1.c.4, the Commission estimates Nebraska's in-state college continuation rate was 50.4% for the state's 2013–2014 high school graduates who attended degree-granting or non-degree-granting colleges. This is a decrease of 1.4 percentage points since fall 2002.

- Meanwhile, the out-of-state college continuation rate for both degree-granting and non-degree-granting schools increased slightly, from 11.6% of the high school graduating class of 2001–2002 to 11.7% of Nebraska high graduates in 2013–2014.

- As evidenced in Table A5.2 in Appendix 5, the Commission estimates that the in-state college continuation rate for degree-granting institutions was 49.9% for Nebraska high school graduates in 2013–2014, (down from 50.6% for fall 2002). In comparison, the out-of-state college continuation rate for degree-granting institutions increased slightly from 11.6% in fall 2002 to 11.7% in fall 2014.

Figure 1.1.c.4

In-State and Out-of-State College Continuation Rates for Nebraska High School Graduates Who Attended Degree-Granting and Non-Degree-Granting Institutions and the Percentage Who Did Not Go on to College in the Summer or Fall Term Following High School Graduation Fall 2014 Compared to Fall 2002



Note. Includes full-time and part-time students. Percentages do not always add to 100.0% due to rounding. See Table A5.2 in Appendix 5 for supporting data. Date sources: Nebraska Department of Education, January 2007 and January 2015, and the National Center for Education Statistics, IPEDS fall 2002 and fall 2014 surveys.

Percentages of Students Who Continue Their Education at Public and Private Institutions

- Of related interest are the types of postsecondary institutions attended by recent graduates of Nebraska's high schools. As shown in Part A and Part B of Figure 1.1.c.5, the pattern of attendance of Nebraska-resident, first-time freshmen who go to college in Nebraska in the summer or fall term following high school graduation is different than the pattern of Nebraskans who go out of state to school their freshmen year.

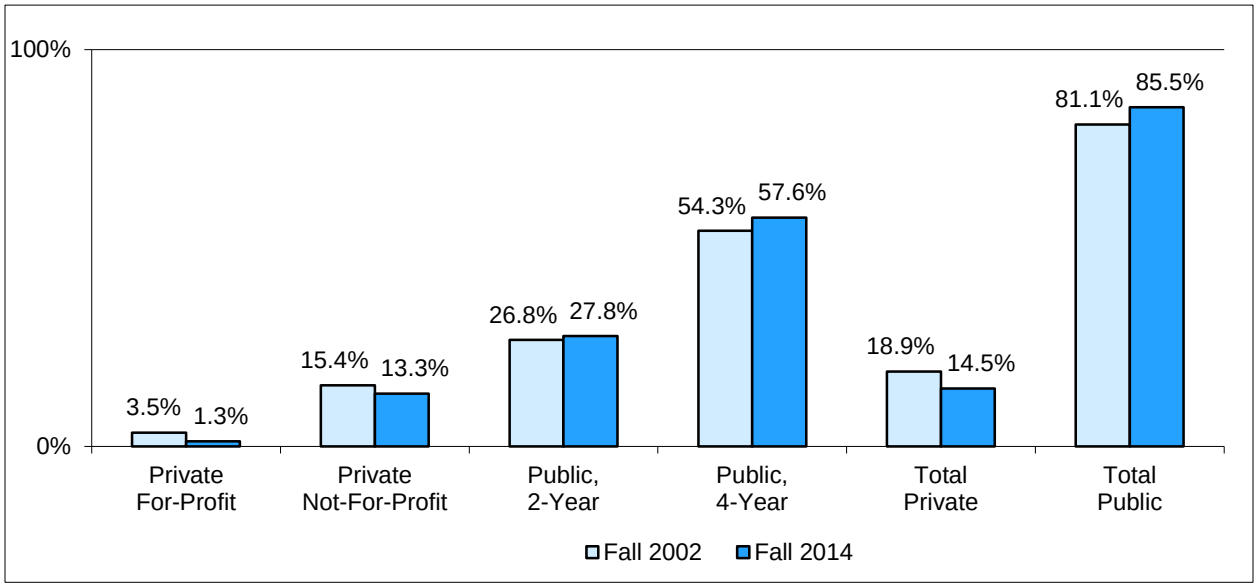
- Part A of Figure 1.1.c.5 shows that 85.5% of the fall 2014 first-time freshmen who stayed in state attended Nebraska's public colleges or universities, compared to 14.5% who went to Nebraska's private, for-profit or not-for-profit institutions.

- In contrast, Part B of Figure 1.1.c.5 reveals that 62.5% of the fall 2014 first-time freshmen who went out of state attended public institutions, while 37.5% went to private institutions.

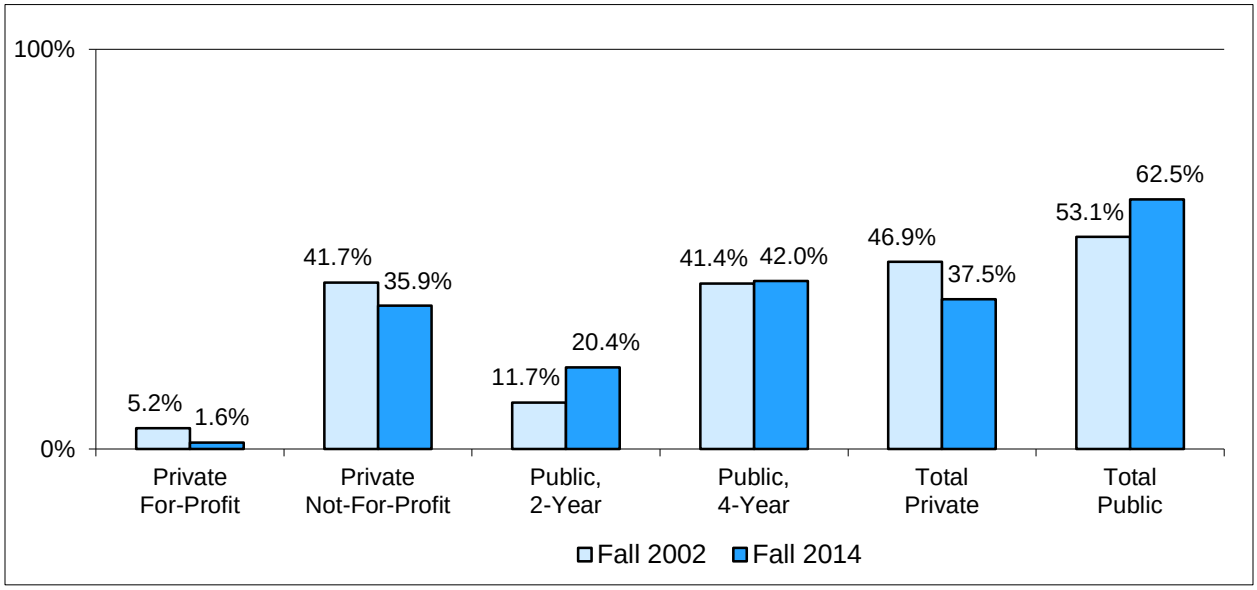
Figure 1.1.c.5

Percentages of First-Time Freshmen with Nebraska Residency Who Attended Nebraska and Out-of-State, Degree-Granting and Non-Degree-Granting Institutions in the Summer or Fall Term Following High School Graduation
Fall 2014 Compared to Fall 2002

Part A: Nebraska-Resident Freshmen Who Attended Nebraska Institutions



Part B: Nebraska-Resident Freshmen Who Attended Out-of-State Institutions



Note. Includes full-time and part-time students. FTF = first-time freshmen. See Table A5.3 in Appendix 5 for supporting data. Date source: National Center for Education Statistics, IPEDS fall 2002 and fall 2014 surveys.

College Continuation Rates for Nebraska Public High School Graduates by Gender, Student Income Status, and Race/Ethnicity, Based on National Student Clearinghouse Data

As mentioned in the introduction to this section, the Coordinating Commission has worked with the Nebraska Department of Education (NDE) to estimate the college continuation rates for students who graduated from Nebraska public high schools during the 2007–2008 through 2013–2014 school years.

- These estimates included only "on time" graduates—students who graduated from high school in four years or less.

- In addition, students who graduated from Nebraska's nonpublic (private) high schools were not included in this research.

Using student records from the NDE and enrollment data from the Clearinghouse, the Coordinating Commission estimated the college continuation rate for all public high school students who earned regular diplomas between 2007–2008 and 2013–2014.[15] In addition, the Commission asked the NDE to determine the number of male and female low-income students in these graduating classes and to determine how many of these students continued on to college by the following April, based on enrollment records obtained from the Clearinghouse. Using the counts provided by NDE, the Commission estimated the college continuation rates for male and female low-income and non-low-income students who graduated from Nebraska's public schools.

Additionally, beginning with the 2016 Progress Report, the Commission has obtained college continuation rates by gender, student income status, and race/ethnicity for all public high school students who earned regular diplomas between 2011–2012 and 2013–2014.

Low-income students are defined as students who are approved to receive free or reduced-price school lunches.

Non-low-income students are students who are not approved for free or reduced-price school lunches. The numbers of non-low-income graduates in each class were determined by subtracting the number of low-income graduates from the total number of graduates provided by the NDE. The non-low-income students in this study include at least some students who lived in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the NDE, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

The Commission's analysis of the college enrollment records received from the Clearinghouse indicates that these records do not include a few hundred students who continued on to college from Nebraska high schools each year. These students are not included because they attended private, not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. **As a result, the college continuation rates reported in this section are underestimated to some degree.**

[15] The Commission has also estimated the college continuation rates for each of the public high schools in Nebraska that award regular high school diplomas. A report or downloadable Excel workbook for each of these analyses is available in the "Reports" section of the Commission's website, ccpe.nebraska.gov/reports.

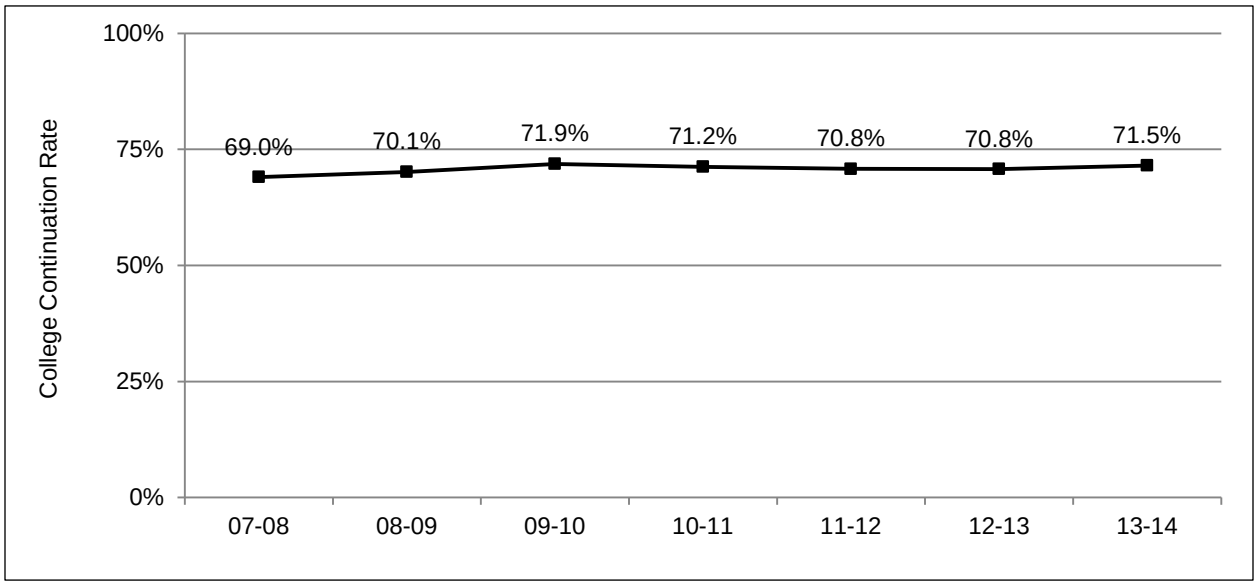
Statewide Public High School College Continuation Rate

- As shown in Figure 1.1.c.6, the estimated statewide public high school college continuation rate was 71.5% for the graduating class of 2013–2014, up from 69.0% for the students who graduated in 2007–2008.

- The statewide rates reported in Figure 1.1.c.6 are based on Clearinghouse data and are higher than the Nebraska statewide college continuation rates based on IPEDS data. This is primarily because students who enrolled in the spring, but not in the fall or preceding summer, are included in National Student Clearinghouse enrollment records.

Figure 1.1.c.6

College Continuation Rates for Nebraska Public High School Graduates 2007–2008 through 2013–2014



Note. See Table A5.4 and Table A5.5 in Appendix 5 for supporting data. Data sources: For high school graduates, Nebraska Department of Education, April 2009, April 2010, April 2011, April 2012, April 2013, April 2014, and August 2015; for number of graduates who enrolled in college, National Student Clearinghouse, April 2009, April 2010, April 2011, April 2012, April 2013, April 2014, and August 2015.

College Continuation Rates for Public High School Graduates by Income Status

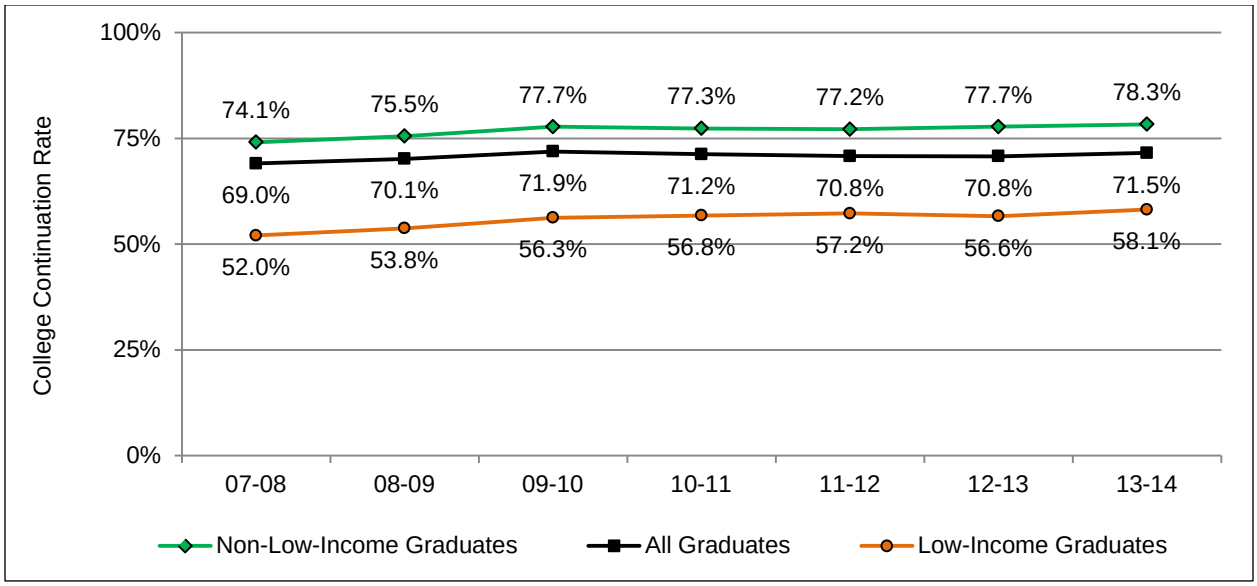
- Students from low-income households accounted for 33.6% of the Nebraska public high school graduates in 2013–2014, up from 22.9% in 2007–2008.

- As shown in Figure 1.1.c.7, the college continuation rate for low-income graduates was considerably lower than the college continuation rate for non-low-income graduates for the classes of 2007–2008 through 2013–2014.

- The college-going rate for the low-income students increased 6.1 percentage points, from 52.0% in 2007–2008 to 58.1% in 2013–2014. In comparison, the college continuation rate for the students from non-low-income households increased 4.2 percentage points, from 74.1% in 2007–2008 to 78.3% in 2013–2014.

Figure 1.1.c.7

College Continuation Rates for Nebraska Public High School Graduates by Student Income Status 2007–2008 through 2013–2014



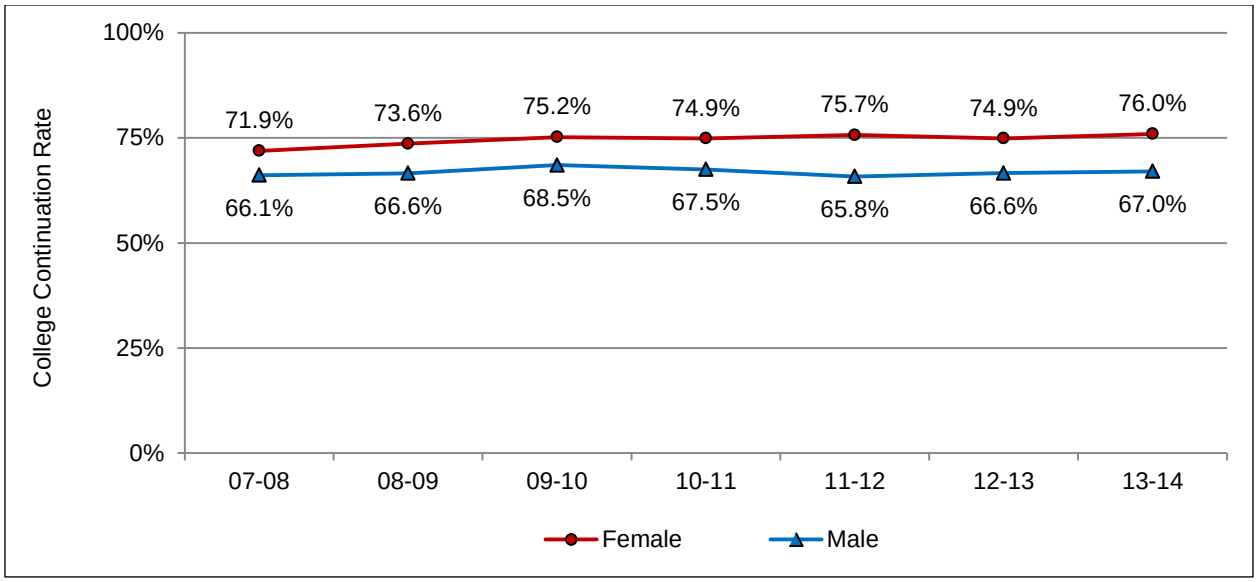
Note. See Table A5.4 and Table A5.5 in Appendix 5 for supporting data. Data sources: For high school graduates, Nebraska Department of Education, April 2009, April 2010, April 2011, April 2012, April 2013, April 2014, and August 2015; for number of graduates who enrolled in college, National Student Clearinghouse, April 2009, April 2010, April 2011, April 2012, April 2013, April 2014, and August 2015.

College Continuation Rates for Public High School Graduates by Gender

- Female and male students each accounted for about half of the graduates of Nebraska's public high schools from 2007–2008 through 2013–2014.
- As shown in Figure 1.1.c.8, the college continuation rate for female students in each of these graduating classes was considerably higher than the college continuation rate for their male classmates.
- While the college-going rate for females increased from 71.9% in 2007–2008 to 76.0% in 2013–2014, the college-going rate for males increased from 66.1% in 2007–2008 to 67.0% in 2013–2014.
- Between 2007–2008 and 2012–2013, the difference between the college-going rates of male and female graduates increased from 5.8 percentage points in 2007–2008 to 9.0 percentage points in 2013–2014.

Figure 1.1.c.8

College Continuation Rates for Nebraska Public High School Graduates by Gender 2007–2008 through 2013–2014



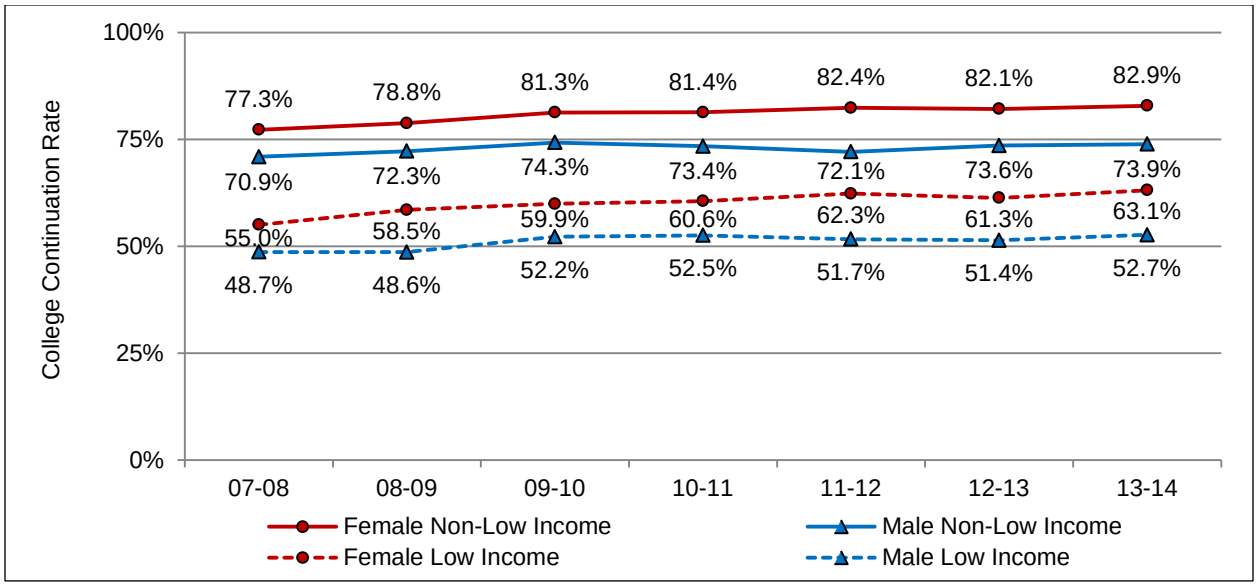
Note. See Table A5.4 and Table A5.5 in Appendix 5 for supporting data. Data sources: For high school graduates, Nebraska Department of Education, April 2009, April 2010, April 2011, April 2012, April 2013, April 2014, and August 2015; for number of graduates who enrolled in college, National Student Clearinghouse, April 2009, April 2010, April 2011, April 2012, April 2013, April 2014, and August 2015.

College Continuation Rates for Public High School Graduates by Gender and Income Status

- As shown in Figure 1.1.c.9, the college continuation rate for female graduates was higher than the rate for male graduates among both the low-income and non-low-income students who graduated between 2007–2008 and 2013–2014.
 - Among low-income graduates in 2007–2008, 55.0% of females continued on to college, compared to 48.7% of males. Among low-income graduates in 2013–2014, 63.1% of females continued on to college, compared to 52.7% of males.
 - Among non-low-income graduates in 2007–2008, 77.3% of females went to college, compared to 70.9% of males. Among non-low-income graduates in 2013–2014, 82.9% of females continued on to college, compared to 73.9% of males.
- Between 2012–2013 and 2013–2014, college-going rates increased for all four comparison groups.
- Directly comparing the students in the two income categories in Figure 1.1.c.9 clearly shows the college continuation rates for low-income students has been considerably lower than the comparable rates for graduates from non-low-income households, regardless of gender.
- However, the lowest college continuation rates revealed by this research were for male high school graduates from low-income households.

Figure 1.1.c.9

College Continuation Rates for Nebraska Public High School Graduates by Gender and Student Income Status 2007–2008 through 2013–2014



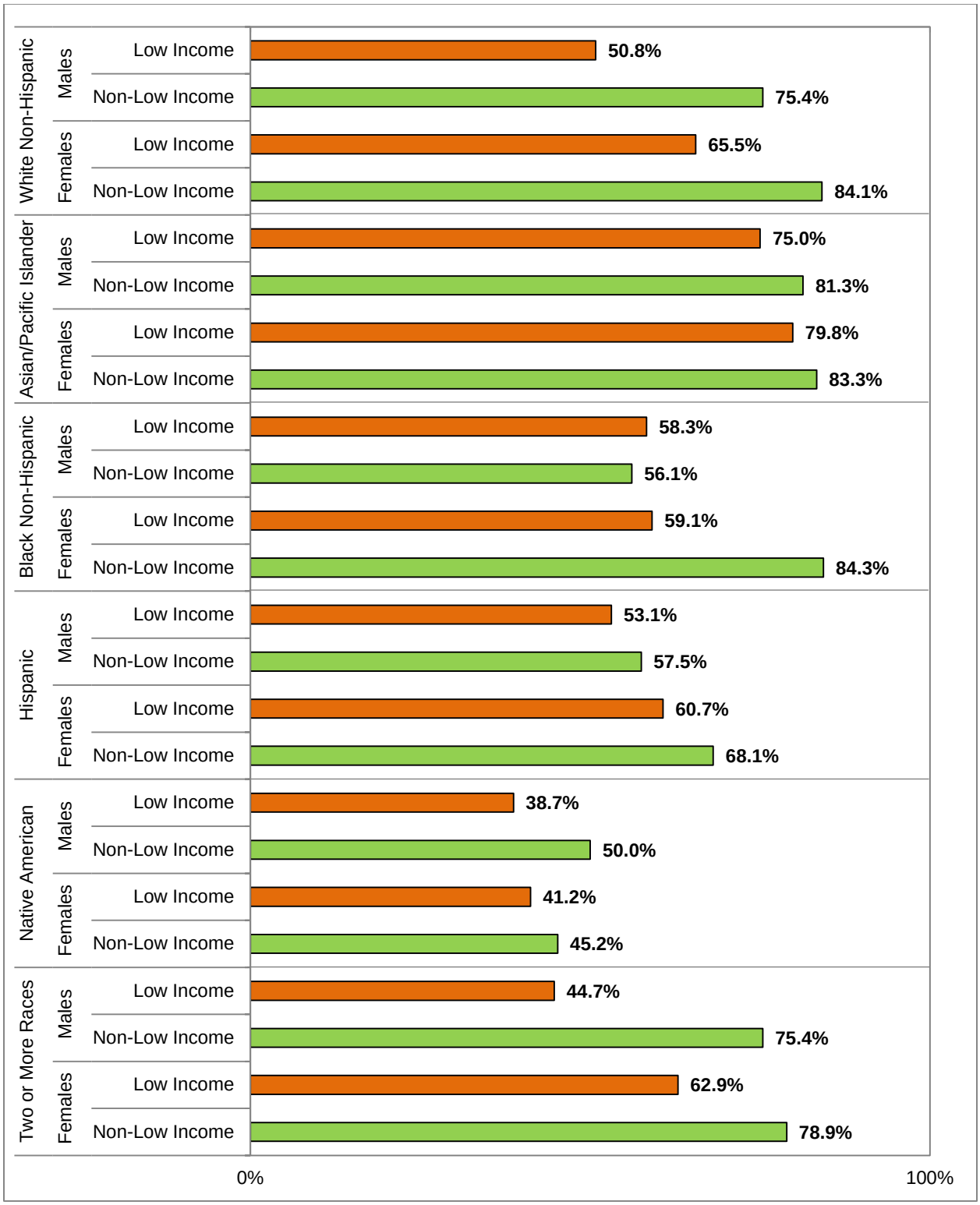
Note. See Table A5.4 and Table A5.5 in Appendix 5 for supporting data. Data sources: For high school graduates, Nebraska Department of Education, April 2009, April 2010, April 2011, April 2012, April 2013, April 2014, and August 2015; for number of graduates who enrolled in college, National Student Clearinghouse, April 2009, April 2010, April 2011, April 2012, April 2013, April 2014, and August 2015.

College Continuation Rates for Public High School Graduates by Gender, Income Status, and Race/Ethnicity

- As shown in Figure 1.1.c.10, segmenting college continuation rates by gender, student income status, and race/ethnicity results in college continuation rates for 24 subgroups.
- Among graduates in 2013–2014, the highest college continuation rate among these 24 subgroups was for non-low-income, black non-Hispanic, female graduates (84.3%). Meanwhile, the lowest college continuation rate among these 24 subgroups was for low-income, Native American, male graduates (38.7%).
- Overall, college continuation rates by race/ethnicity ranged from 42.2% for Native Americans to 80.2% for Asian/Pacific Islanders. (See Table A5.5 in Appendix 5 for supporting data.)
- College continuation rates by gender, student income status, and race/ethnicity for the graduating classes of 2010–2011 through 2013–2014 can be found in Table A5.5 in Appendix 5.

Figure 1.1.c.10

College Continuation Rates for Nebraska Public High School Graduates by Gender, Student Income Status, and Race/Ethnicity 2013–2014



Note. See Table A5.5 in Appendix 5 for supporting data. Data sources: For high school graduates, Nebraska Department of Education, August 2015; for number of graduates who enrolled in college, National Student Clearinghouse, August 2015.

Nebraska Statewide Public High School College Continuation Rates Compared to U.S. Rates by Gender

Figure 1.1.c.11 shows Nebraska's college continuation rates for male and female graduates of the state's public high schools in 2013–2014 compared to estimates of the college continuation rates for male and female students who graduated from all high schools in the United States in 2014.

The national estimates shown in Figure 1.1.c.11 are based on data obtained from a supplement to the October 2014 Current Population Survey (CPS). The CPS is a monthly survey of about 60,000 households that provides information about the labor force, employment, and unemployment in the United States. Each October, a supplement to the CPS gathers more detailed information about school or college enrollment.

The U.S. Census Bureau conducts the October CPS supplement for the Bureau of Labor Statistics (BLS) in the U.S. Department of Labor. The annual BLS report on college enrollment and work activity of high school graduates is the only available source for estimated national college continuation rates by gender and race/ethnicity. The latest BLS report, released in April 2015, provides estimates of the college continuation rates of students who graduated from high school during the period from January through October 2014.

- Figure 1.1.c.11 shows the estimated overall college-going rate of 71.5% for Nebraska public high school students compared to the estimated rate of 68.4% for the United States.

- The estimated college continuation rate for females was 76.0% for Nebraska high school graduates, compared to an estimated national rate of 72.7% for female graduates.

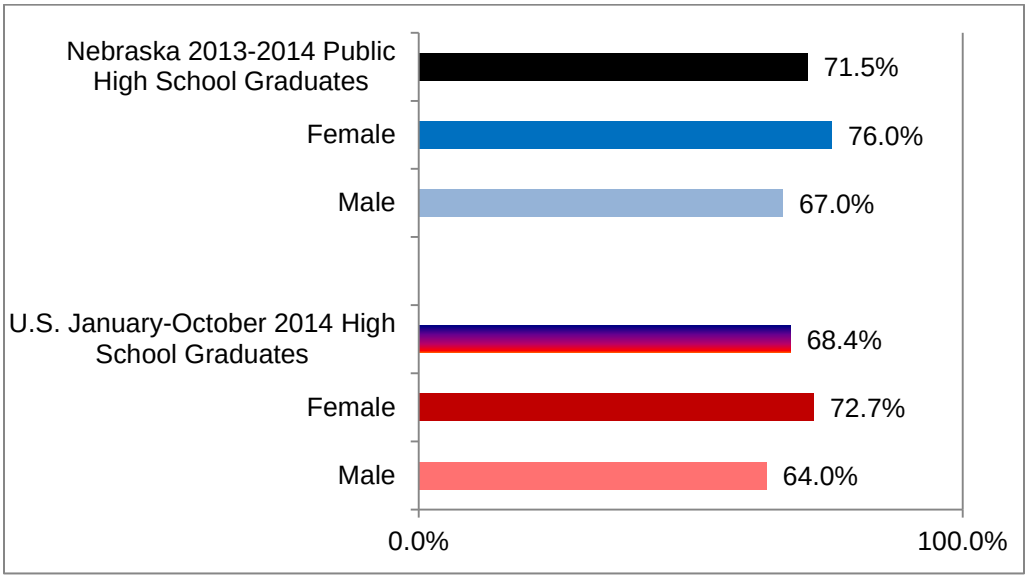
- For males, the estimated college-going rate for males was 67.0% for Nebraska high school graduates, compared to 64.0% nationally.

- The national estimates shown in Figure 1.1.c.11 did not include 2014 high school graduates who started college after the Current Population Survey (CPS) was conducted in October 2014. Also, since these estimates are based on data collected through the CPS, these statistics are subject to both sampling and non-sampling errors. As a result, the nation's college-going rates for male and female high school graduates in the class of 2014 may actually be higher or lower than those reported in Figure 1.1.c.11.

- As explained earlier in this section, the Nebraska rates shown in Figure 1.1.c.11 are based on data obtained from the Nebraska Department of Education and the National Student Clearinghouse. Since graduates of the state's nonpublic (private) high schools were excluded from the study and Clearinghouse files did not include enrollment records for some of Nebraska's public high school graduates, the Nebraska rates presented in Figure 1.1.c.11 are at least slightly underestimated. Given that the Nebraska statistics are underestimated to some degree and the reported national rates are only good estimates, a reasonable conclusion is that Nebraska's college-going rates for male and female high school graduates are probably at least slightly higher than comparable national rates.

Figure 1.1.c.11

College Continuation Rates
for 2013–2014 Nebraska Public High School Graduates by Gender
Compared to National Estimated Rates for 2014 High School Graduates



Data sources: For Nebraska data, Nebraska Department of Education, August 2015, and the National Student Clearinghouse, August 2015. For national data, October 2014 Current Population Survey conducted by the U.S. Census Bureau and reported by the U.S. Bureau of Labor Statistics, U.S. Department of Labor, in "College Enrollment and Work Activity of 2014 High School Graduates," April 16, 2015.

U.S. College Continuation Rates by Race/Ethnicity

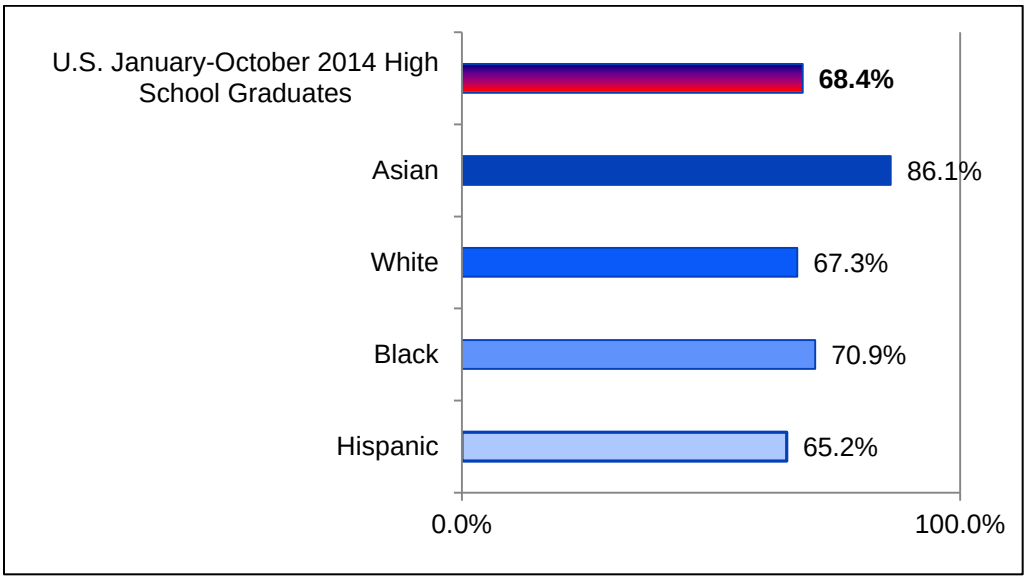
The annual report on college enrollment and work activity published by the Bureau of Labor Statistics (BLS) provides estimates of the national college-going rates for four racial/ethnic groups: white, Asian, black, and Hispanic. As mentioned previously, the BLS bases these estimates on data collected through the October supplement of the Current Population Survey (CPS), which is conducted by the U.S. Census Bureau.

- Figure 1.1.c.12 shows the estimated national college continuation rates of students who graduated from high school during the period from January through October 2014 by their race/ethnicity. The highest estimated rate was 86.1% for Asian high school graduates, up from 79.1% in 2013.

- Notably, the college-going rate of 70.9% for black non-Hispanics was an increase of 11.6 percentage points from the BLS 2013 estimate of 59.3%. For Hispanics, the college-going rate of 65.2% was an increase of 5.3 percentage points from the BLS 2013 estimate of 59.9%. Meanwhile, the college-going rate for whites increased slightly between 2013 and 2014, from 67.1% to 67.3%.[16]

Figure 1.1.c.12

Estimated National College Continuation Rates for 2014 High School Graduates by Race/Ethnicity



Data source: October 2014 Current Population Survey conducted by the U.S. Census Bureau and reported by the U.S. Bureau of Labor Statistics, U.S. Department of Labor, in "College Enrollment and Work Activity of 2014 High School Graduates," April 16, 2015.

[16] Estimated national college continuation rates reported by the U.S. Bureau of Labor Statistics are calculated based on responses to the Current Population Survey (CPS) and are therefore subject to sampling error. Sampling error refers to the random error that occurs simply because a sample, rather than a census, is conducted. Unfortunately, the standard errors of the estimates for the 2014 college continuation rates have yet to be released by the BLS. However, as a point of reference, the BLS 2013 estimates and corresponding 90% confidence intervals are as follows: Asian 80.1% [69.4%, 90.8%], white 68.8% [65.7%, 71.9%], black 56.7% [47.5%, 65.9%], and Hispanic 59.8% [53.9%, 65.7%]. An example of interpreting this information is that if one were to draw indefinite samples of the population, the point estimate for Asians would fall between 69.4% and 90.8% 90% of the time.

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1.2 Nebraska High School Graduates Who Go to College in Nebraska

Increase the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska.

The analysis of college continuation rates, summarized in the previous section of this report, revealed that the estimated proportion of Nebraska high school graduates who attended degree-granting institutions in Nebraska within a year of high school graduation decreased from 50.6% in fall 2002 to 49.9% in fall 2014. Over the same period, the percentage who attended out-of-state degree-granting institutions increased from 11.6% to 11.7% for a total college continuation rate of 61.6% in fall 2014. (See Table A5.2 in Appendix 5 for supporting data.)

While monitoring and increasing Nebraska's college continuation rates is important, another approach to increasing college enrollment in Nebraska that was recommended by the 2003 LR 174 Higher Education Task Force is to increase the proportion of Nebraska high school graduates who pursue their postsecondary education in their home state, rather than going out of state to college.

The data required to monitor the proportion of Nebraska high school graduates who go to colleges and universities in Nebraska or other states are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center of Education Statistics in the U.S. Department of Education. The latest available data are for fall 2014.

The best available estimate of the proportion of Nebraska high school graduates who pursue their postsecondary education in Nebraska is the number of students with Nebraska residency who enroll at Nebraska degree-granting institutions as first-time freshmen within a year of graduating from high school, compared directly to the number who go out of state to college. Consequently, this section provides a detailed analysis of the numbers and percentages of Nebraska high school graduates who attended Nebraska and out-of-state, degree-granting institutions as first-time freshmen within 12 months of graduating from high school between fall 2002 and fall 2014.[17]

Nebraska-resident, first-time freshmen who start college at Nebraska or out-of-state degree-granting institutions *more* than 12 months after they graduated from high school are also of interest. However, since there is no way of knowing exactly when they received their diplomas from Nebraska or out-of-state high schools, these students are considered separately in the analysis reported in this section.

Data reported by non-degree-granting schools are excluded from the following analysis because the residency data reported by the non-degree-granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions for fall 2002, which is the baseline for this analysis. However, the data are available in Table A6.8.a through Table A6.8.g in Appendix 6. See Explanatory Note A6.1 in Appendix 6 for more information on the collection and limitations of the data analyzed in this section.

[17] For the purposes of IPEDS reporting, first-time freshmen are defined to be degree-seeking students. Students taking courses for credit but not seeking degrees are not included in first-time freshmen cohorts.

Changes in the Number of Nebraska-Resident, First-Time Freshmen Enrolled at Degree-Granting Institutions by Length of Time Since High School Graduation

- Between fall 2002 and fall 2014, 696 more Nebraska-resident, first-time freshmen attended degree-granting institutions within one year of high school graduation. During the same period, 1,047 fewer Nebraska-resident first-time freshmen enrolled in college more than a year after they graduated from high school, as shown in Table 1.2.1. As a result, the net total enrollment of Nebraska-resident, first-time freshmen at degree-granting institutions decreased 2.0% (351 students) since fall 2002.

Table 1.2.1
Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Degree-Granting Postsecondary Institutions Classified by Length of Time Since High School Graduation Fall 2004 through Fall 2012 Compared to Fall 2002

Length of Time Since High School Graduation	Fall 2002		Fall 2004		Fall 2006		Fall 2008	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	13,474	76.3%	13,565	78.9%	14,133	79.6%	14,543	81.3%
Graduated More than 12 Months Prior to College Enrollment	4,191	23.7%	3,626	21.1%	3,617	20.4%	3,353	18.7%
Total	17,665	100.0%	17,191	100.0%	17,750	100.0%	17,896	100.0%
Length of Time Since High School Graduation	Fall 2010		Fall 2012		Fall 2014		∆ Since Fall 2002	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	14,872	79.6%	14,759	83.4%	14,170	81.8%	696	5.2%
Graduated More than 12 Months Prior to College Enrollment	3,821	20.4%	2,934	16.6%	3,144	18.2%	-1,047	-25.0%
Total	18,693	100.0%	17,693	100.0%	17,314	100.0%	-351	-2.0%

Note. Includes full-time and part-time students. ∆ = change. See Table A6.1 and Table A6.3 in Appendix 6 for supporting data. Data sources: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

In-State and Out-of-State Enrollments of Nebraska-Resident, First-Time Freshmen Who Graduated from High School Within 12 Months of College Enrollment

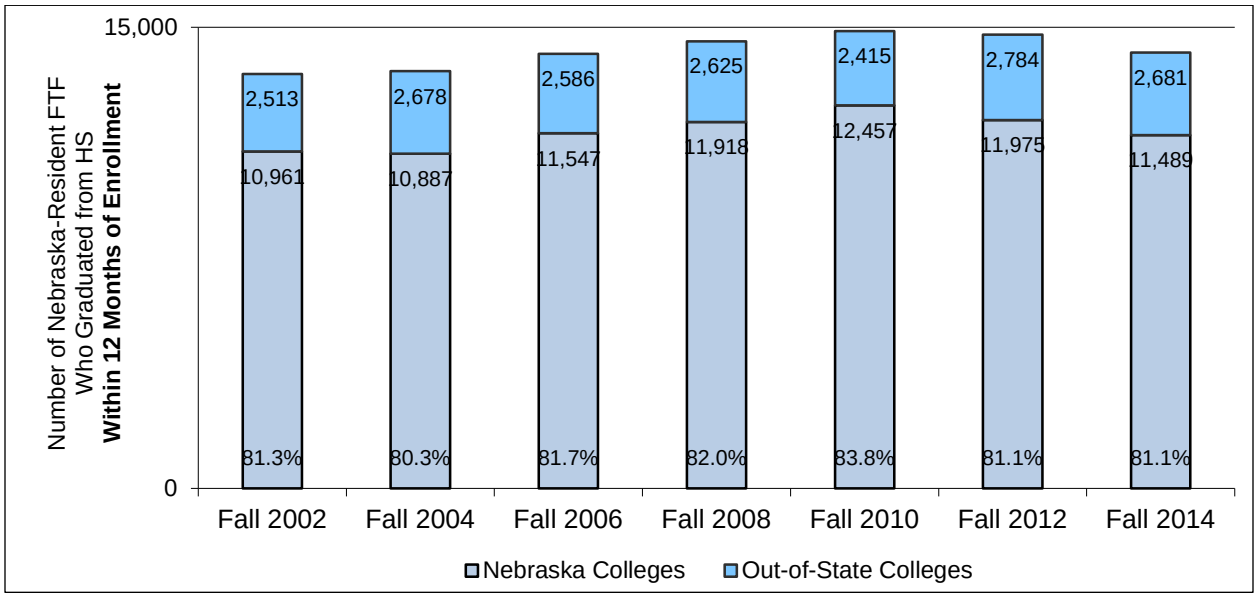
- The net increase between fall 2002 and fall 2014 of 696 students who continued on to college within 12 months of high school graduation, shown in Table 1.2.1, is attributable to an increase of 168 Nebraska-resident, first-time freshmen who enrolled at *out-of-state* degree-granting schools within 12 months of high school graduation and an increase of 528 students who pursued their postsecondary education at degree-granting institutions *in Nebraska*.

- As illustrated in Figure 1.2.1, in fall 2002, 81.3% of Nebraska-resident, first-time freshmen started college in Nebraska. While this is similar to fall 2014, when 81.1% of Nebraska-resident first-time freshmen enrolled in schools in Nebraska, it is a decrease from fall of 2010, when 83.8% pursued their postsecondary education in Nebraska.

- Overall, the percent of Nebraska-resident, first-time freshmen who choose to begin college in Nebraska has remained relatively stable since fall 2002, ranging from 80.3% in fall 2004 to 83.8% in fall 2010. (See Table A6.1 in Appendix 6 for supporting data.)

Figure 1.2.1

Number of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Degree-Granting Institutions Within 12 Months of Graduation from High School Fall 2002 through Fall 2014

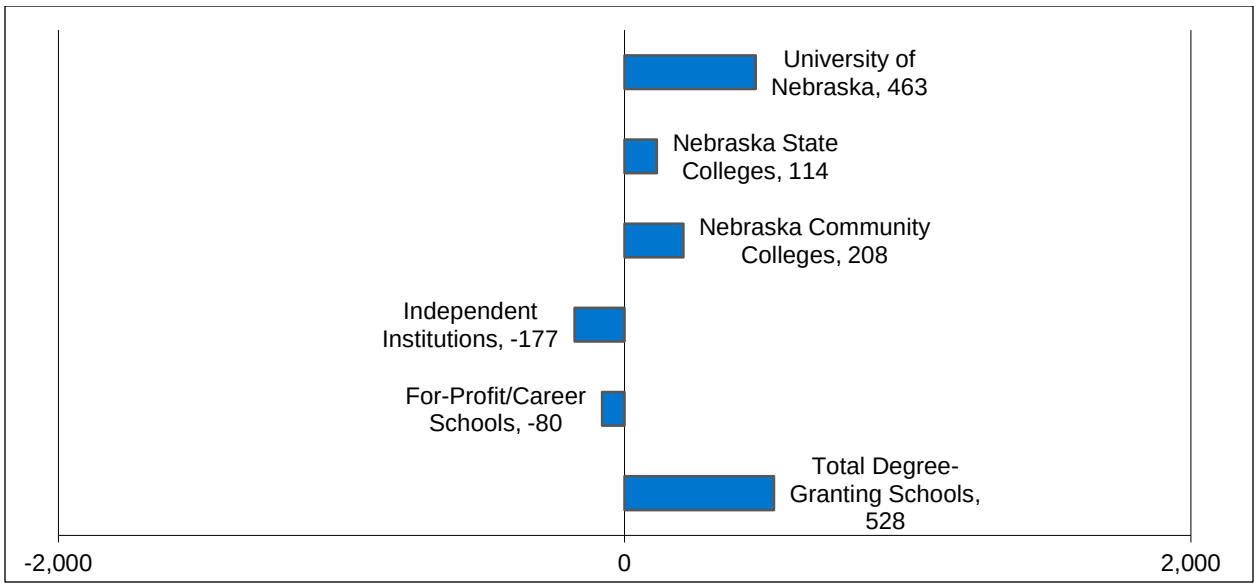


Note. Includes full-time and part-time students. Institutions are classified as degree-granting based on their classification at the time of each fall survey. FTF = first-time freshmen. See Table A6.1 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

- As illustrated in Figure 1.2.2, from fall 2002 to fall 2014, three of the five higher education sectors reported increases in the number of Nebraska-resident, first-time freshmen who enrolled in college less than a year after high school graduation.
 - The University of Nebraska reported a total increase of 8.7%, while the Nebraska State College System reported an increase of 13.0%.
 - During this same ten-year period, Nebraska community colleges reported a total increase of 7.1%. However, between fall 2012 and fall 2014, Nebraska's community colleges reported a decrease of 20.3%.
 - Nebraska's independent institutions and for-profit/career schools reported decreases of 10.2% and 65.6%, respectively.
- Overall, the number of Nebraska-resident, first-time freshmen who enrolled at Nebraska degree-granting institutions within 12 months of high school graduation increased 4.8%, from 10,961 in fall 2002 to 11,489 in fall 2014.
- See Table A6.2 in Appendix 2 for supporting data.

Figure 1.2.2

Changes in the Number of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions Within 12 Months of Graduation from High School Fall 2014 Compared to Fall 2002



Note. Includes full-time and part-time students. See Table A6.2 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2002 and fall 2014 surveys.

In-State and Out-of-State Enrollments of Nebraska-Resident, First-Time Freshmen Who Graduated from High School More than 12 Months Prior to College Enrollment

- Between fall 2002 and fall 2014, there was a decrease in the number of first-time freshmen with Nebraska residency who started their postsecondary studies at degree-granting institutions in Nebraska more than a year after they graduated from high school.

- As illustrated in Figure 1.2.3, 944 fewer first-time freshmen attended Nebraska colleges in fall 2014 than in fall 2002, a decrease of 26.2%.

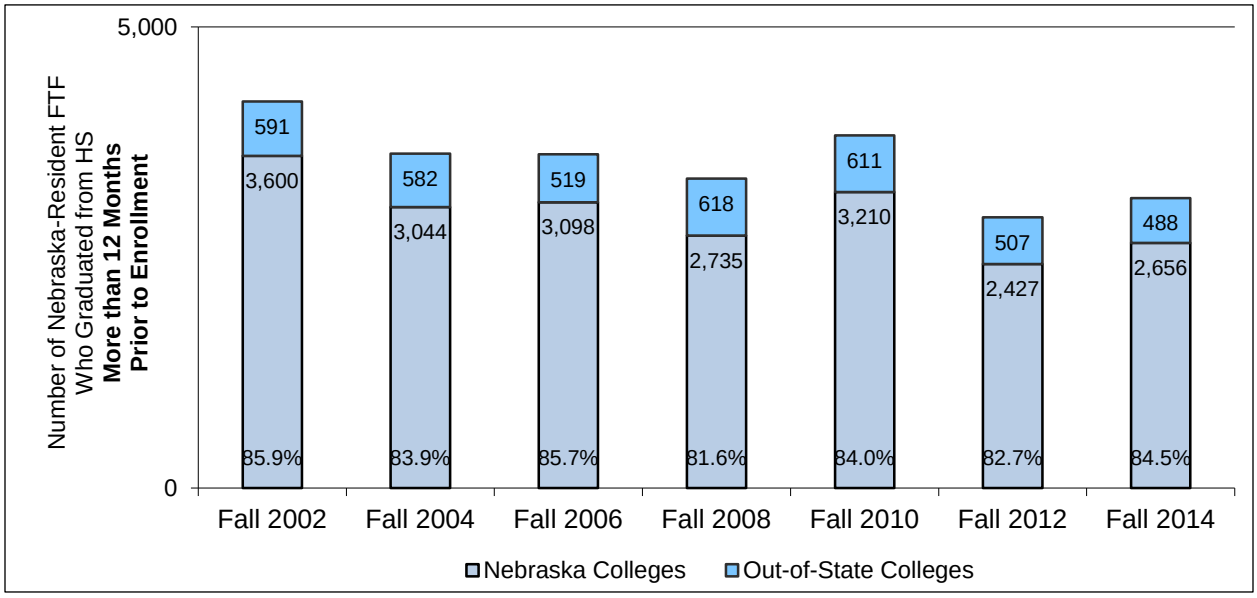
- Likewise, between 2002 and 2014, 103 fewer first-time freshmen from Nebraska went to out-of-state colleges more than a year after graduating from high school, a 17.4% decrease.

- As shown in Figure 1.2.3, the net effect of these changes in enrollment was that a lower percentage of the students who graduated from high school more than a year before college enrollment attended Nebraska postsecondary institutions in fall 2014 than in fall 2002, while a higher percentage chose to go out of state. Specifically, 84.5% attended Nebraska colleges in 2014, compared to 85.9% in 2002.

- Total enrollment of first-time freshmen at out-of-state and in-state schools decreased 25.0% (1,047 students) from 4,191 in fall 2002 to 3,144 in fall 2014. Much of this decline was seen between fall 2010 and fall 2012 when enrollment decreased 23.2% (887 students). (See Table A6.3 in Appendix 6 for supporting data.)

Figure 1.2.3

Number of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska and Out-of-State Degree-Granting Institutions More than 12 Months After Graduation from High School Fall 2002 through Fall 2014

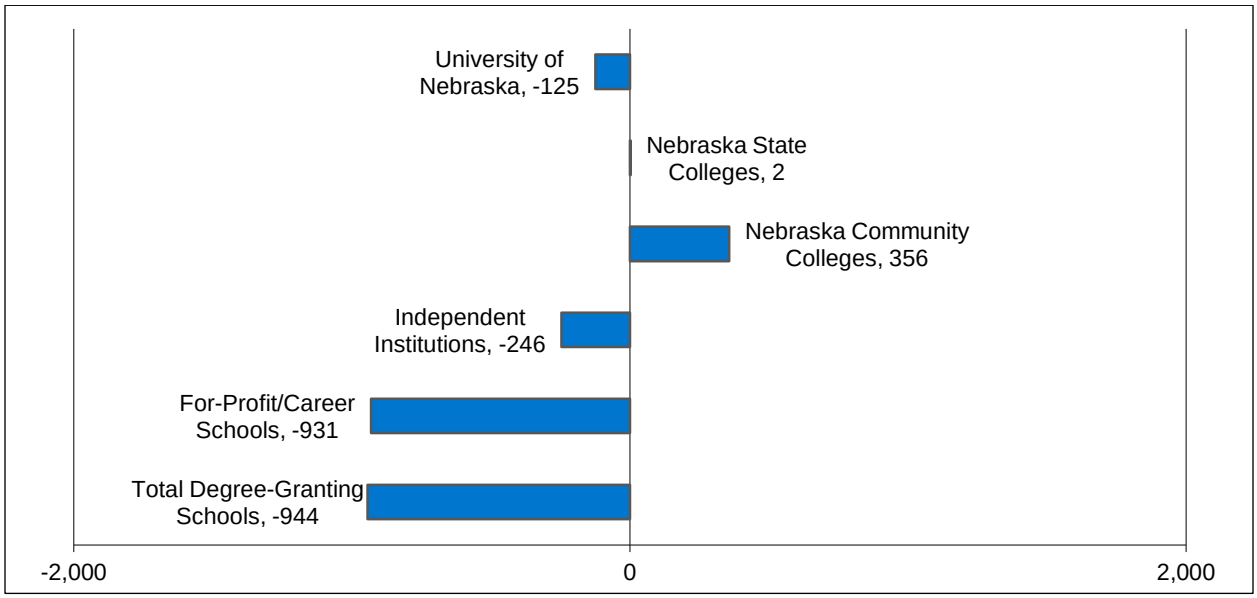


Note. Includes full-time and part-time students. FTF = first-time freshmen. HS = high school. See Table A6.3 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

- As illustrated in Figure 1.2.4, from fall 2002 to fall 2014, three of the sectors of higher education in Nebraska reported decreases in the number of Nebraska-resident, first-time freshmen who enrolled in college more than a year after high school graduation.
 - The University of Nebraska and Nebraska's independent institutions and for-profit/career schools reported decreases of 39.8%, 77.8%, and 86.0%, respectively.
 - Meanwhile, Nebraska's state colleges reported an increase of two students since fall 2002, equating to 3.7% total growth, and Nebraska's community colleges reported an increase of 356 students since fall 2002, a 19.4% increase.
- Overall, the number of Nebraska-resident, first-time freshmen who enrolled at Nebraska degree-granting institutions more than a year after high school graduation decreased 26.2%, from 3,600 in fall 2002 to 2,656 in fall 2014. This decrease of 944 students is mostly attributable to reduced enrollments at Nebraska's for-profit/career schools.
- See Table A6.4 in Appendix 6 for supporting data and a summary of enrollment changes by sector.

Figure 1.2.4

Changes in the Numbers of Nebraska-Resident, First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions More than 12 Months After Graduation from High School Fall 2014 Compared to Fall 2002



Note. Includes full-time and part-time students. See Table A6.4 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2002 and fall 2014 surveys.

1.3 Non-Nebraska, First-Time Freshmen Who Enroll at Nebraska Colleges and Net Migration

Increase the number of non-Nebraska high school graduates who pursue postsecondary education in Nebraska.

The 2003 LR 174 Higher Education Task Force recommended that Nebraska's colleges and universities should more actively recruit high school graduates from outside the state to increase college enrollments in Nebraska. The data required to monitor the total number of out-of-state and nonresident alien students who enroll as first-time freshmen at Nebraska's postsecondary institutions are collected every two years through the Integrated Postsecondary Education Data System (IPEDS) maintained by the National Center for Education Statistics.

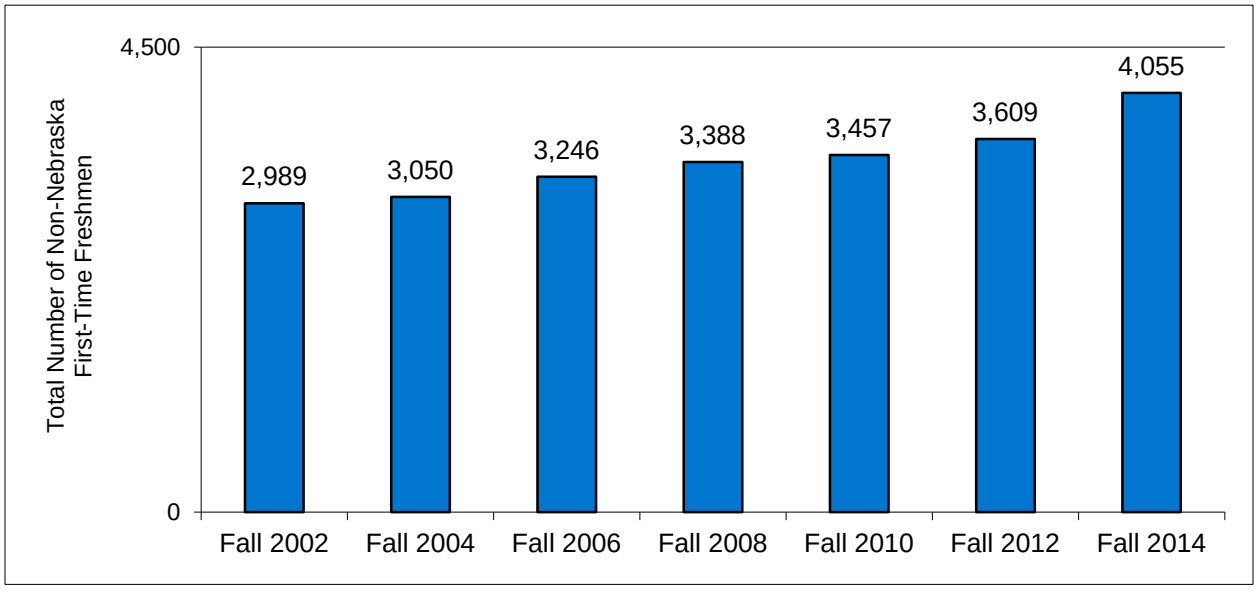
In this section, the latest available data, which are for fall 2014, are compared to the data for fall 2002, fall 2004, fall 2006, fall 2008, fall 2010, and fall 2012. Emphasis is primarily on the comparison of the findings for fall 2014 to those for fall 2002, which is the baseline for this analysis.

Non-Nebraska, First-Time Freshmen Who Attend Nebraska Colleges and Universities

- As shown in Figure 1.3.1, Nebraska's degree-granting and non-degree-granting colleges attracted 1,066, or 35.7%, more non-Nebraska, first-time freshmen in fall 2014 than in fall 2002.

Figure 1.3.1

Total Number of Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Institutions Fall 2002 through Fall 2014



Note. Includes full-time and part-time students. Includes out-of-state and nonresident alien students. See Table A6.5 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

- The University of Nebraska-Lincoln enrolled 1,208 (29.8%) of the non-Nebraska, first-time freshmen in fall 2014, up from 624 (20.9%) in fall 2002. Creighton University enrolled 791 (19.5%) of the non-Nebraska, first-time freshmen in fall 2014, up from 475 (15.9%) in fall 2002.

- Creighton University attracted 316 more non-Nebraska, first-time freshmen in fall 2014 than it enrolled in fall 2002, while the University of Nebraska-Lincoln attracted an additional 584 non-Nebraska, first-time freshmen during this same time period. Together, these two institutions accounted for 900, or 84.4%, of the additional 1,066 non-Nebraska, first-time freshmen enrolled at Nebraska's degree-granting and non-degree-granting schools. (See Table A6.9 in Appendix 6 for supporting data on total non-Nebraska, first-time freshmen by institution.)

- In fall 2002, 1.7% of all non-Nebraska, first-time freshmen attended non-degree-granting colleges. In comparison, in fall 2014, only 0.2% of all non-Nebraska, first-time freshmen attended non-degree granting schools within the state. (See Table A6.5 in Appendix 6 for supporting data.)

- Non-Nebraska first-time freshmen who attended non-degree granting schools are excluded from the remainder of this analysis because the residency data reported by the non-degree granting institutions in Nebraska were not as complete or consistent as the data reported by the degree-granting institutions in 2002, which is the baseline for comparisons.

- Between fall 2002 and fall 2014, degree-granting institutions in Nebraska attracted a noticeably higher number of non-Nebraskans who went to college within a year of high school graduation. The state also attracted a higher number of out-of-state and nonresident alien students who started college more than a year after they graduated from high school. Both of these trends are evidenced in Table 1.3.1.

- As shown in Table 1.3.1, the net enrollment of out-of-state and nonresident alien students at Nebraska degree-granting institutions increased by 1,110 students, or 37.8%, between fall 2002 and fall 2014. Of these additional students, 1,026 (92.4%) graduated from high school during the 12 months prior to their college enrollment. The remaining 84 students started college more than a year after high school graduation.

- In fall 2002, Nebraska degree-granting institutions attracted 2,458 non-Nebraskan, first-time freshmen who graduated from high school within 12 months of college enrollment, compared to 3,484 non-Nebraskans in fall 2014, a 41.7% increase.

- In fall 2014, Nebraska degree-granting colleges and universities attracted 564 non-Nebraskans who started college more than 12 months after high school graduation, a 17.5% increase since fall 2002.

Table 1.3.1
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Degree-Granting Postsecondary Institutions
Classified by Length of Time Since High School Graduation
Fall 2004 through Fall 2014 Compared to Fall 2002

Length of Time Since High School Graduation	Fall 2002		Fall 2004		Fall 2006		Fall 2008	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	2,458	83.7%	2,424	80.8%	2,783	86.5%	2,961	87.9%
Graduated More than 12 Months Prior to College Enrollment	480	16.3%	576	19.2%	435	13.5%	407	12.1%
Total	2,938	100.0%	3,000	100.0%	3,218	100.0%	3,368	100.0%

Length of Time Since High School Graduation	Fall 2010		Fall 2012		Fall 2014		Δ Since Fall 2002	
	N	%	N	%	N	%	N	%
Graduated During the 12 Months Prior to College Enrollment	2,944	85.5%	2,968	82.6%	3,484	86.1%	1,026	41.7%
Graduated More than 12 Months Prior to College Enrollment	501	14.5%	625	17.4%	564	13.9%	84	17.5%
Total	3,445	100.0%	3,593	100.0%	4,048	100.0%	1,110	37.8%

Note. Includes full-time and part-time students. Counts of non-Nebraska students include nonresident alien students, but they do not include students with unknown states of residence or students for whom no residence information was reported to the NCES but who are counted by the NCES as a balance/ correction factor so that the residence totals equal enrollment totals. Students with unknown states of residence are excluded because there is no way of knowing how many of these students are from Nebraska or from other states or countries, and there also is no way of determining when any of these students graduated from high school. Δ = change. See Table A6.6 and Table A6.7 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

- As shown in Figure 1.3.2, 48.1% of the net increase of 1,026 students who started college within 12 months of high school graduation is attributable to the increased number of non-Nebraskans who attended the University of Nebraska.

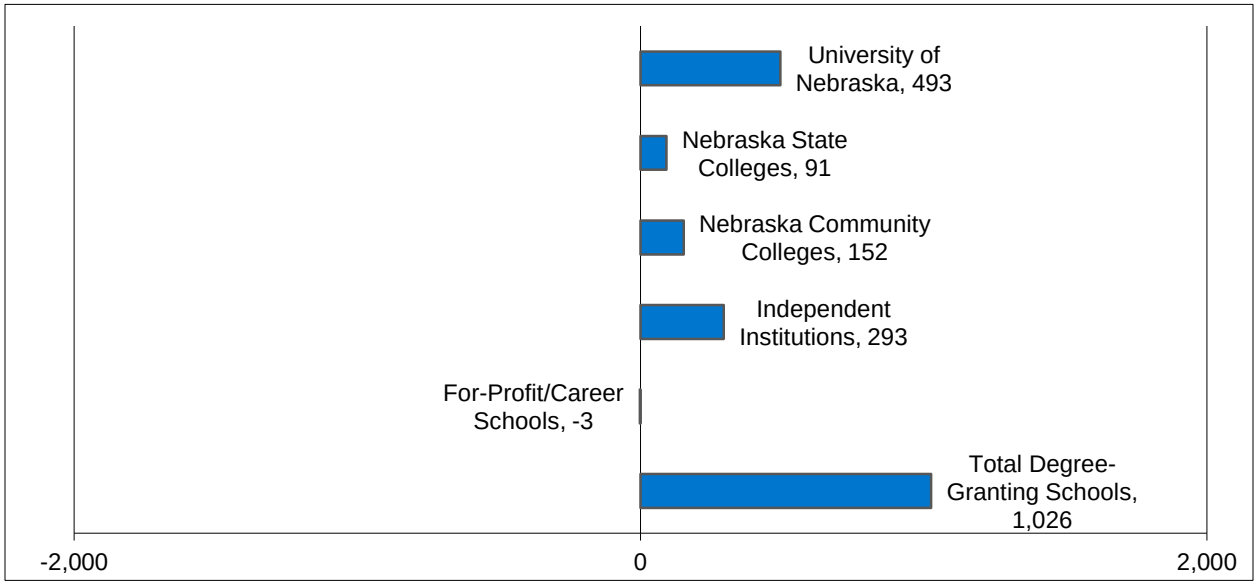
- The Nebraska State College System, Nebraska's community colleges, and Nebraska's independent institutions also experienced gains in the number of non-Nebraskans that they attracted, but the for-profit/career schools attracted three fewer out-of-state students in fall 2014 than in fall 2002. (See Table A6.6 in Appendix 6 for the supporting data.)

- See Table A6.7 in Appendix 6 for information on the enrollment of non-Nebraskan first-time freshmen who enrolled at Nebraska colleges more than a year after high school graduation.

- Table A6.8.a through Table A6.8.g in Appendix 6 provide detailed listings *by institution* of the numbers of first-time freshmen with Nebraska, out-of-state, and foreign (i.e., nonresident alien) residencies who were enrolled at degree-granting colleges and universities *within 12 months of high school graduation* from fall 2002 through fall 2014.

Figure 1.3.2

Changes in the Numbers of Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Degree-Granting Institutions Within 12 Months of Graduation from High School Fall 2014 Compared to Fall 2002



Note. Includes full-time and part-time students. See Table A6.6 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2002 and fall 2014 surveys.

Net Migration of Nebraska and Non-Nebraska, First-Time Freshmen

Data summarized in the preceding sections can be used to calculate the net migration of first-time freshmen who attended degree-granting colleges and universities within one year of high school graduation, as illustrated in Figure 1.3.3.[18]

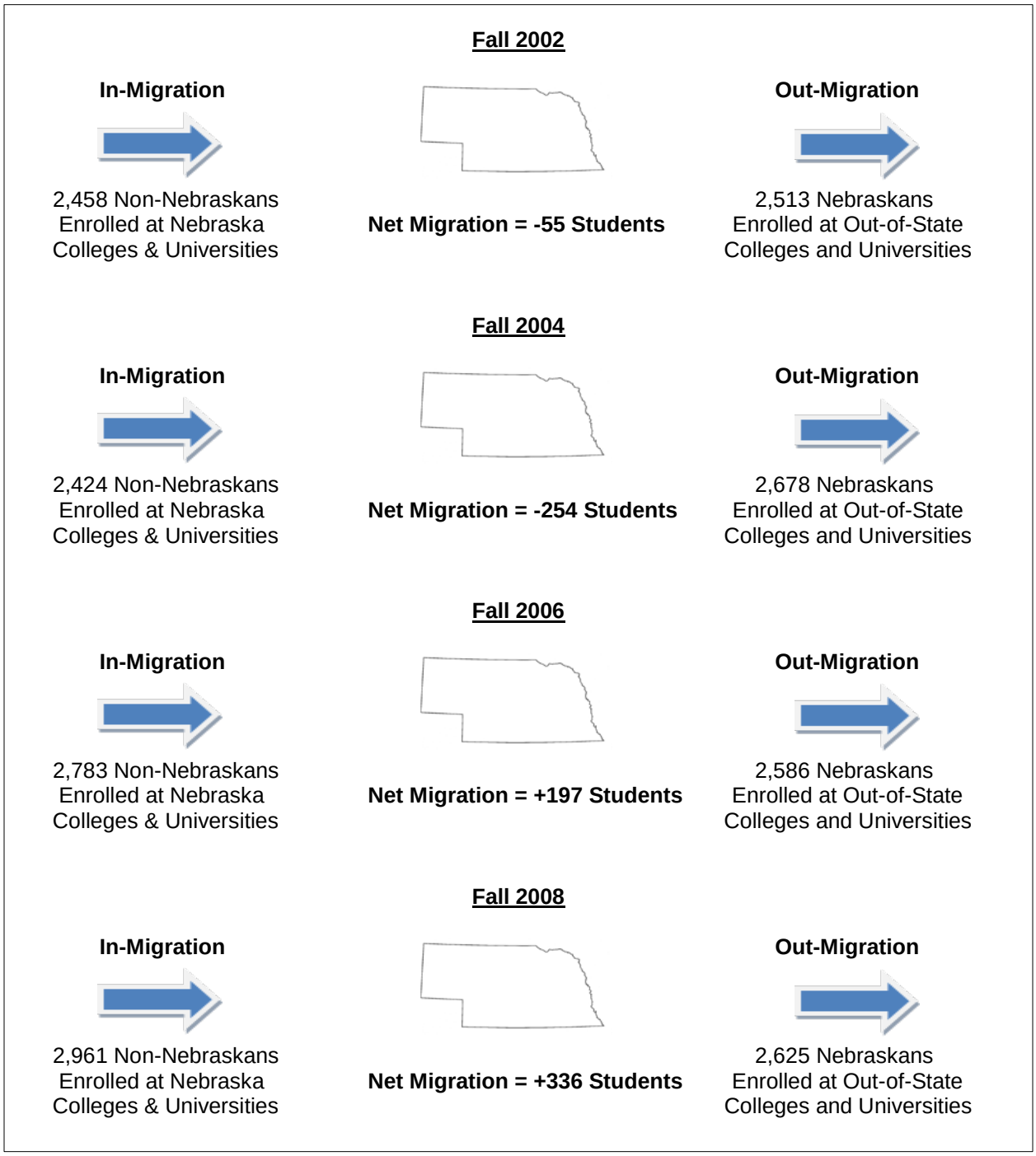
- In fall 2002 and fall 2004, more first-time freshmen who attended degree-granting schools within a year of graduating from high school *left Nebraska* to go to college than *came to Nebraska* to begin their postsecondary education. While the change in net migration between fall 2002 and fall 2004 was only 199 students, this change was in the opposite direction of what is desirable for the state.

- However, in fall 2006, fall 2008, fall 2010, fall 2012, and fall 2014, more first-time freshmen *came to Nebraska* to attend degree-granting colleges within 12 months of high school graduation than *left Nebraska* to go to school out of state.

[18] The net migration numbers reported in this section are the best possible estimates given the data available from the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). However, the estimated net migration of Nebraska-resident students and non-Nebraskans for fall 2002, fall 2004, and fall 2006 may be slightly underestimated or overestimated due to the fact that some of the degree-granting institutions in Nebraska did not report their numbers of first-time freshmen who graduated from high school within 12 months of college enrollment by state or country of residency for these survey years. There are probably similar reporting errors in other states where Nebraska first-time freshmen attended colleges in fall 2002, 2004, or 2006, but there is no way of knowing how Nebraska's net migration numbers should be adjusted to compensate for such errors.

Figure 1.3.3

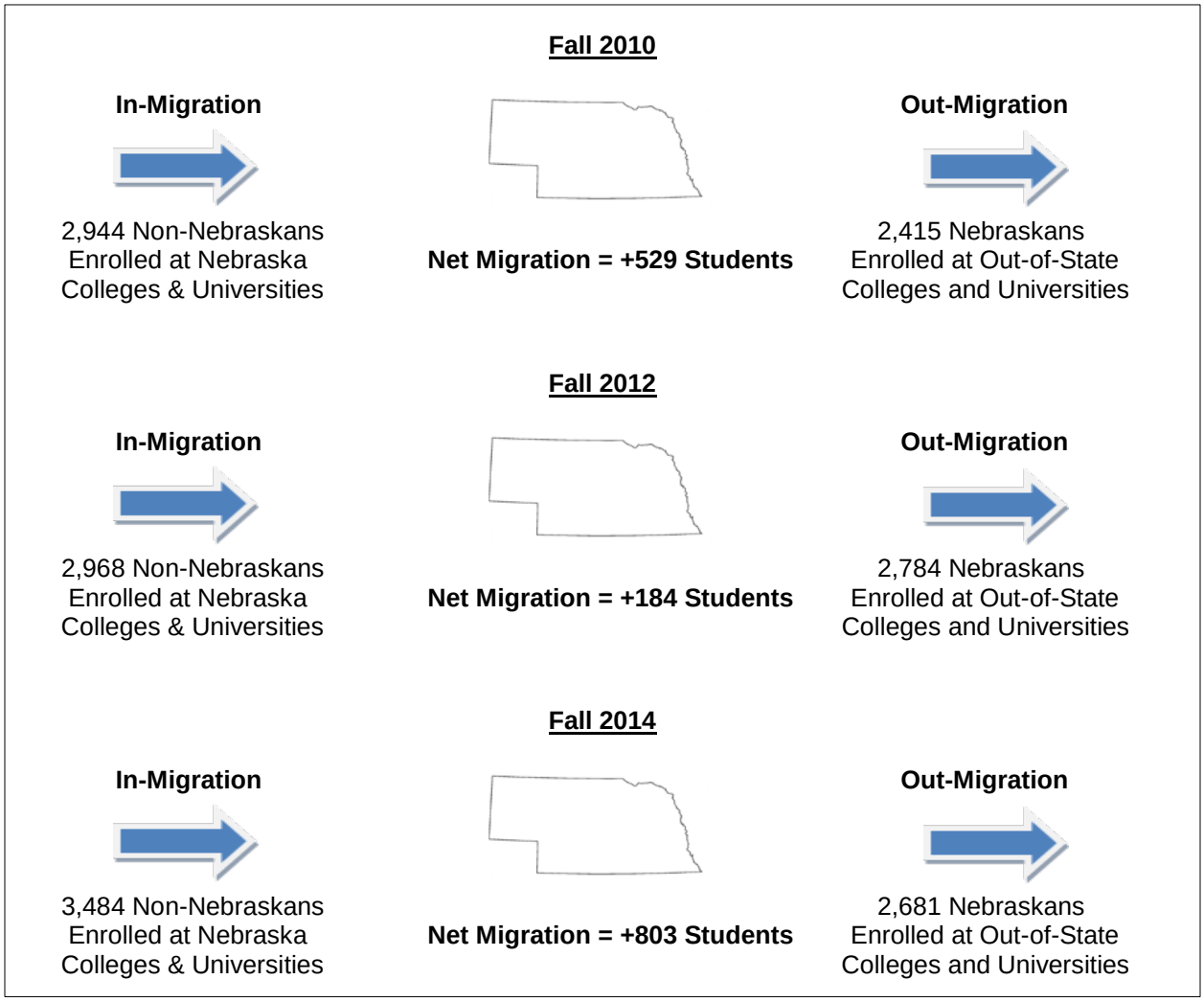
Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions in Nebraska Within 12 Months of High School Graduation
Fall 2002 through Fall 2014



Continued on the next page.

Figure 1.3.3 (Continued)

Net Migration of First-Time Freshmen Who Attended Degree-Granting Postsecondary Institutions in Nebraska Within 12 Months of High School Graduation
Fall 2002 through Fall 2014



Note. Counts include full-time and part-time students. Counts of non-Nebraskans include nonresident alien students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. See Table A6.10 in Appendix 6 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

1.4 Enrollment of First-Time Freshmen by Race/Ethnicity

Increase the number and proportion of Nebraska postsecondary students who have been underrepresented in the state's higher education system.

Increasing the number and percentage of students who have been underrepresented in Nebraska's higher education system is another recommended approach to increasing the state's postsecondary enrollment. To determine the extent to which this strategic objective is being achieved, the following analysis focuses on (1) the changes that have occurred since 2003 in the numbers of white non-Hispanics and minority students who have been enrolled as *first-time freshmen* at Nebraska colleges and (2) the extent to which each racial/ethnic group was represented in the state's postsecondary education system in fall 2014, the latest period for which data are available. (Estimated enrollments for fall 2015 are not available by race/ethnicity; therefore, estimates for fall 2015 will be reported in the *2017 Progress Report*.)

Changes in the Numbers of First-Time Freshmen Enrolled at Nebraska Institutions

- As shown in Figure 1.4.1, 17,687 first-time freshmen of known race/ethnicity were enrolled at Nebraska's degree-granting and non-degree-granting institutions in fall 2014, a 0.7% decrease from the 17,804 first-time freshmen of known race/ethnicity in fall 2003.

- Between fall 2013 and fall 2014, total first-time freshmen enrollment decreased 1.3%.

- In fall 2003, white non-Hispanics accounted for 88.7% of the first-time freshmen, while minorities accounted for 11.3%. Of the first-time freshmen enrolled in fall 2014, 76.9% were white non-Hispanics, while 23.1% were minorities.[19]

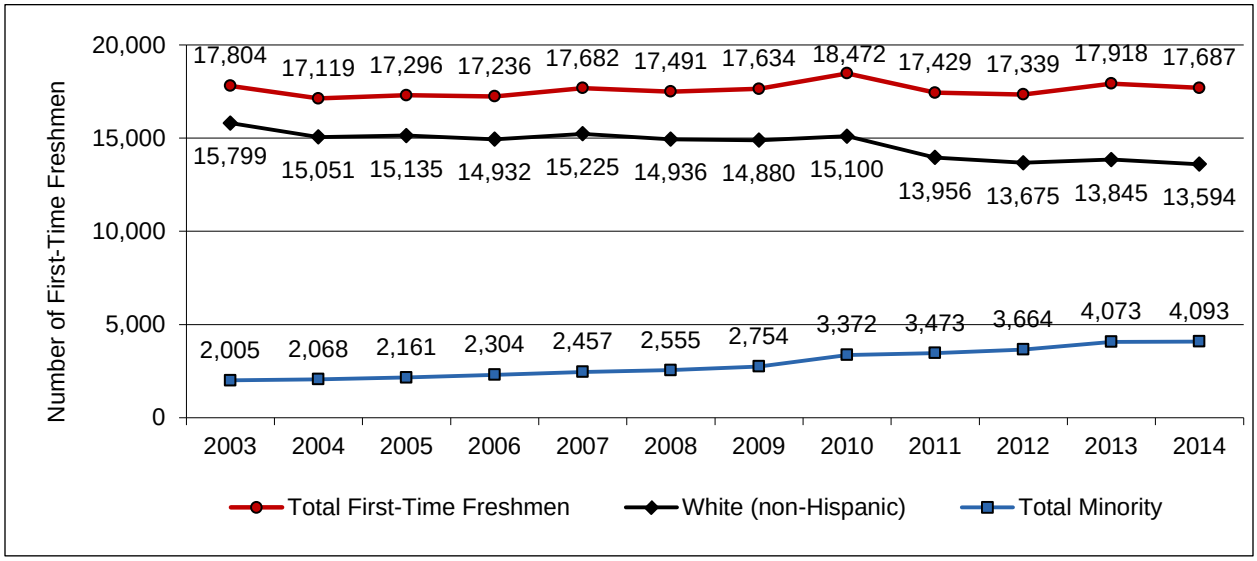
- As shown in Figure 1.4.2, higher numbers of black non-Hispanics, Hispanics, and Asians/Pacific Islanders were enrolled in college in fall 2014 than in fall 2003. However, the number of Native-American first-time freshmen decreased from 193 in fall 2003 to 127 in fall 2014.

- The net effect of these changes is that there were **2,088 more minority students** attending Nebraska colleges as first-time freshmen in fall 2014 than in fall 2003, an increase of 104.1%. In comparison, there were **2,205 fewer white non-Hispanic** first-time freshmen in fall 2014 than in fall 2003, a decrease of 14.0%.

[19] Minority students are defined as students from the following race/ethnicity categories: Asian/Pacific Islander, Hispanic, Native American, black (non-Hispanic), and two or more races. Figures do not include nonresident aliens or students of unknown race/ethnicity.

Figure 1.4.1

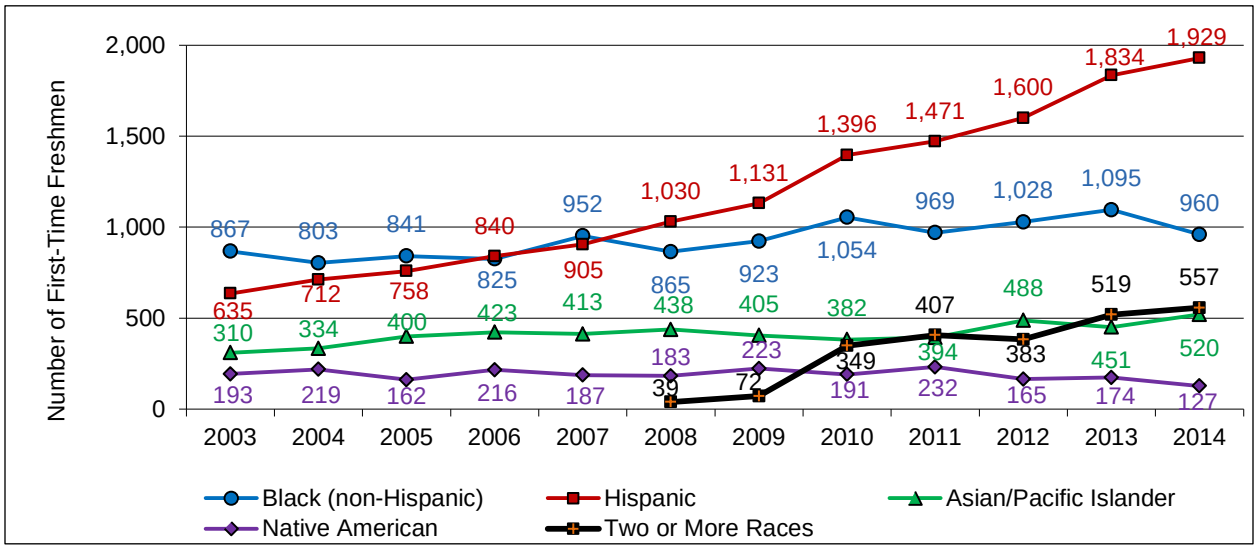
Numbers of White Non-Hispanic and Minority First-Time Freshmen at Nebraska Postsecondary Institutions Fall 2003 through Fall 2014



Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. Includes degree-granting and non-degree-granting institutions. See Table A7.1 in Appendix 7 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 through fall 2014 surveys.

Figure 1.4.2

Numbers of Minority Students Enrolled as First-Time Freshmen at Nebraska Postsecondary Institutions Fall 2003 through Fall 2014



Note. Includes full-time and part-time students. Includes degree-granting and non-degree-granting institutions. The race/ethnicity category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnicity category until fall 2011 enrollments were reported. See Table A7.1 in Appendix 7 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 through fall 2014 surveys.

Racial/Ethnic Representation in Nebraska's Postsecondary Education System Fall 2014

The following analysis examines the extent to which students in each racial/ethnic group have been represented in Nebraska's postsecondary education system. In this analysis students in a race/ethnic category are considered to be underrepresented if they accounted for a smaller percentage of the first-time college freshmen at Nebraska institutions than they did of the students who graduated from Nebraska high schools the preceding year. Conversely, students are considered to be overrepresented if they accounted for a larger percentage of first-time college freshmen than they did of the students who graduated from high school the year before.

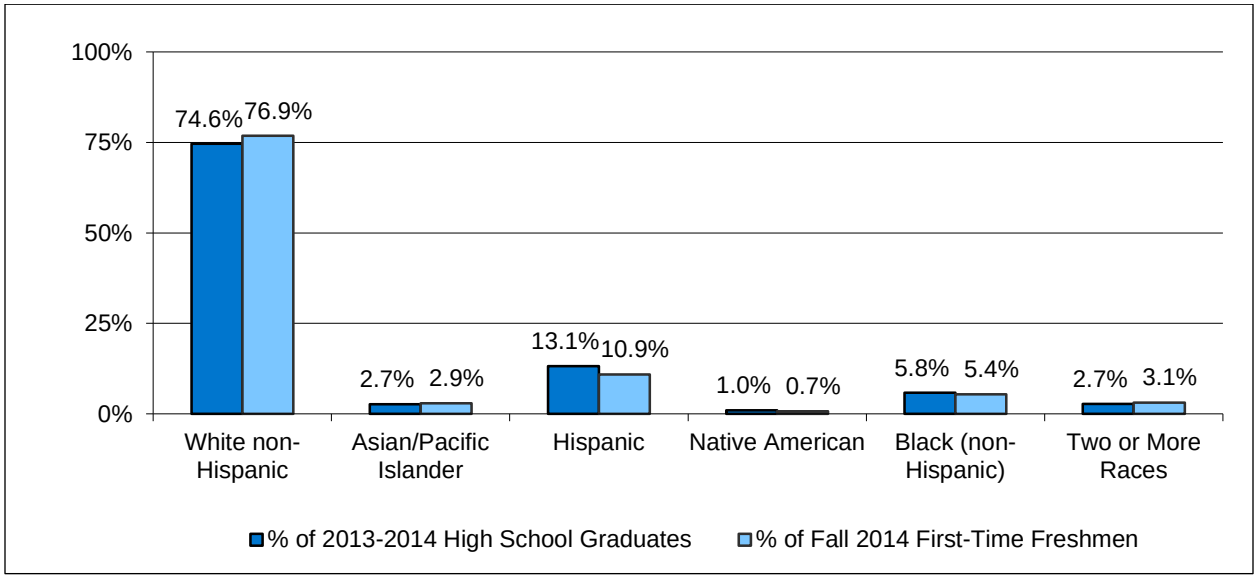
- As evidenced in Section 1.1.a of this report, disproportionately lower percentages of Asians/Pacific Islanders, Hispanics, Native Americans, black non-Hispanics, and multiracial students graduate from Nebraska high schools compared to white non-Hispanics.

- Furthermore, as evidenced in Section 1.1.c of this report, college continuation rates for Hispanics, Native Americans, black non-Hispanics, and multiracial graduates are lower than college continuation rates for white non-Hispanic and Asian/Pacific Islander graduates.

- As illustrated in Figure 1.4.3, white non-Hispanics, Asians/Pacific Islanders, and multiracial individuals were overrepresented among first-time freshmen in fall 2014, while Hispanics, Native Americans, and black non-Hispanics were underrepresented among first-time freshmen in fall 2014.

Figure 1.4.3

Percentages of 2013–2014 Nebraska High School Graduates and First-Time Freshmen Enrolled at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions in Fall 2014 by Race/Ethnicity



Note. High school graduates include graduates of nonpublic schools, public schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. First-time freshmen include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. See Table A7.2 in Appendix 7 for supporting data. Data sources: Nebraska Department of Education, January 2015, and the National Center for Education Statistics, IPEDS fall 2014 survey.

A Comparison of the Representation of Racial/Ethnic Groups in Fall 2003 and Fall 2014

Determining if there was any change between fall 2003 and fall 2014 in the pattern of racial/ethnic representation in Nebraska's postsecondary education system is complicated by the fact that fewer white non-Hispanics and more minority students graduated from Nebraska high schools in 2013–2014 than in 2002–2003. However, as shown in Table A7.2 in Appendix 7, comparing the percentage distributions of high school graduates in 2002–2003 and 2013–2014 to the percentage distributions of first-time freshmen in fall 2003 and fall 2014 reveals that compared to the first-time freshmen who started college in 2003:

1. White non-Hispanics were underrepresented in fall 2003 but overrepresented in fall 2014.
2. Asians/Pacific Islanders were overrepresented among first-time freshmen in fall 2003 and fall 2014.
3. Hispanics were more underrepresented in the fall 2014 freshmen class than in fall 2003.
4. Native Americans were overrepresented in fall 2003 but underrepresented in fall 2014.
5. Black non-Hispanics were overrepresented in fall 2003 but underrepresented in fall 2014.
6. Students of two or more races were slightly overrepresented in fall 2011 and were overrepresented in fall 2014.[20]

The Types of Institutions Most Frequently Attended by Each Racial/Ethnic Group

Another approach to analyzing the representation of white non-Hispanics and minorities is to examine the percentage of students in each racial/ethnic group who attend each of the major types of institutions within Nebraska's postsecondary education system. For the purposes of statewide analysis, two Native American tribal colleges—Little Priest Tribal College and Nebraska Indian Community College—are included among the independent colleges and universities since they are not state or locally supported. However, in the following analysis, the tribal colleges are considered separately from other independent institutions so that student enrollment patterns of Native Americans can be interpreted more clearly.

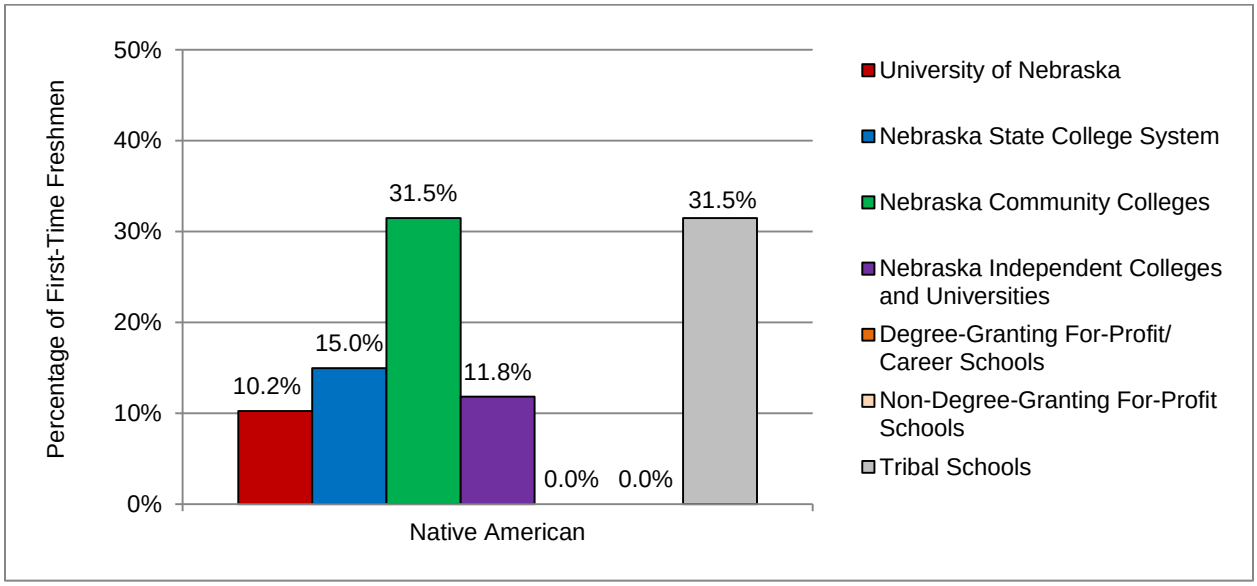
- As shown in Figure 1.4.4 and Table A7.3 in Appendix 7, 40 (31.5%) of the 127 Native Americans who were first-time freshmen in fall 2014 attended Little Priest Tribal College or Nebraska Indian Community College, while 15 (11.8%) chose to enroll at other independent colleges and universities.

- 31.5% (40) of the Native American, first-time freshmen attended the state's community colleges, 15.0% (19) went to Nebraska's state colleges, and 10.2% (13) enrolled at the University of Nebraska in fall 2014.

[20] The race/ethnicity category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnic category until fall 2011 enrollments were reported. In addition, the 'two or more races' category was first utilized by the Nebraska Department of Education with the 2010–2011 high school graduating class. Therefore, comparisons of the representation of multiracial students are limited to the fall 2011 through fall 2014 cohorts.

Figure 1.4.4

Nebraska Enrollment of Native American, First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting Postsecondary Institutions Fall 2014



Note. Includes full-time and part-time students. See Table A7.3 in Appendix 7 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2014 survey.

- Figure 1.4.5 shows the percentages of the first-time freshmen in each of the six major racial/ethnic groups who attended the major types of institutions within Nebraska's postsecondary education system in fall 2014, excluding the two native tribal colleges in the analysis of Native American enrollments.

- As evidenced in Figure 1.4.5, white non-Hispanics most frequently enrolled as first-time freshmen at the schools constituting the University of Nebraska and the state's community colleges in fall 2014. In comparison, about half as many white non-Hispanics chose to enroll at independent institutions, and noticeably fewer attended state colleges or for-profit/career schools.

- Compared to the other minority racial/ethnic groups, higher percentages of Asians/Pacific Islanders enrolled at the independent institutions, while a lower percentage attended the state's community colleges and only small percentages chose to enroll at the state colleges or for-profit/career schools. Asians/Pacific Islanders most frequently enrolled as first-time freshmen at the University of Nebraska.

- Hispanics most frequently enrolled as first-time freshmen at Nebraska's community colleges. About one-third of first-time freshmen Hispanics enrolled at the University of Nebraska, while only small percentages chose to enroll in one of the other four sectors.

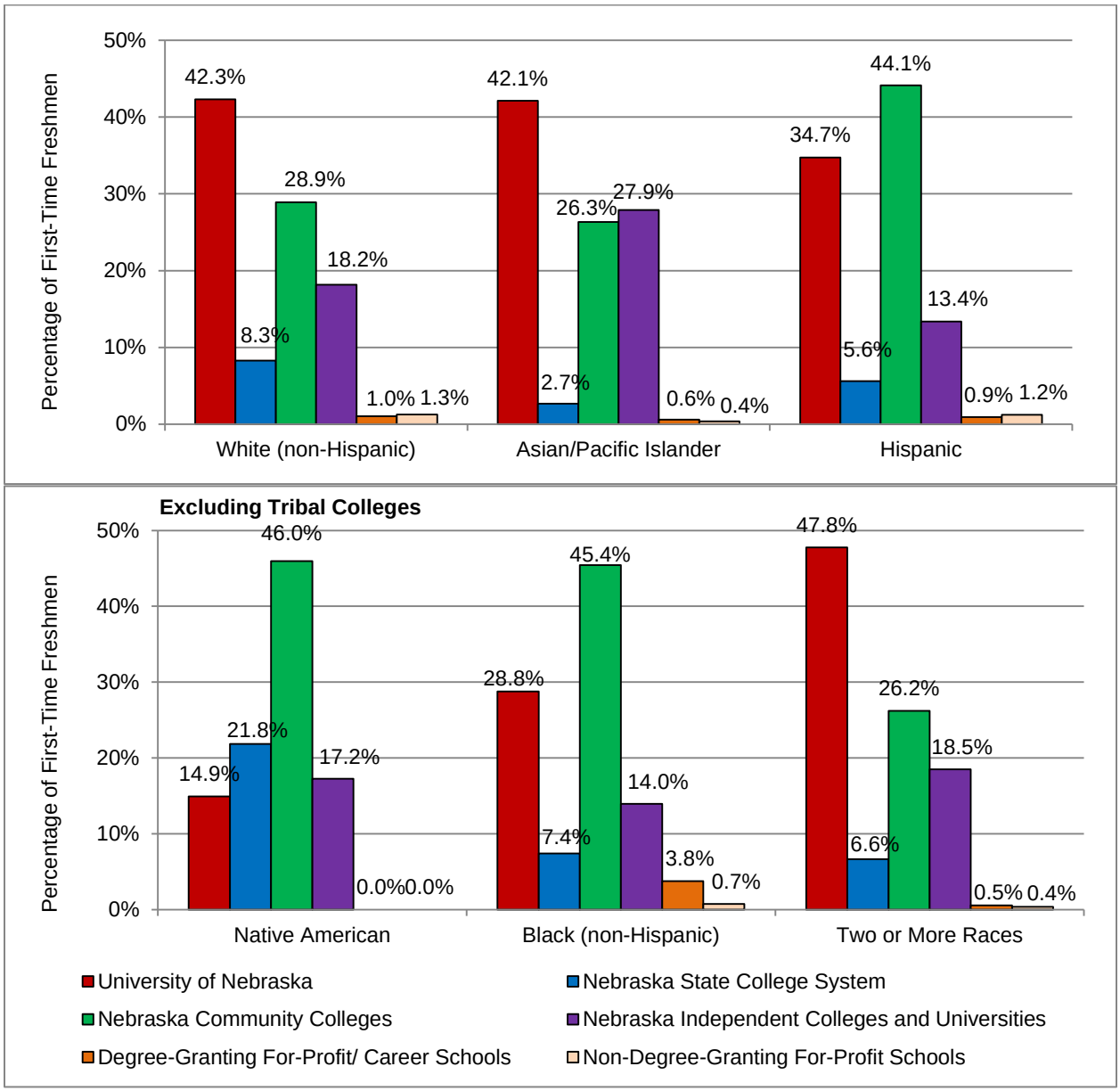
- If the tribal colleges are excluded from the independent sector, as shown in Figure 1.4.5, the first-time freshmen enrollment pattern for Native Americans in fall 2014 is dominated by the high percentage of these students who enroll at the state's community colleges. In comparison, far lower percentages go to the schools constituting the University of Nebraska, the state colleges, or the independent institutions. There were no enrollments of first-time freshmen Native Americans in fall 2014 at the for-profit/career schools.

- Like Hispanics and Native Americans, black non-Hispanic first-time freshmen were most likely to enroll at the state's community colleges in fall 2014. The enrollments for the remaining black non-Hispanic first-time freshmen were split between the University of Nebraska (28.8%) and the other four sectors (25.8%).

- In fall 2014, multiracial first-time freshmen were most likely to enroll at the University of Nebraska or the state's community colleges, while only very small percentages chose to enroll at for-profit/career schools.

Figure 1.4.5

Nebraska First-Time Freshmen Sector Enrollments by Race Ethnicity
Fall 2014



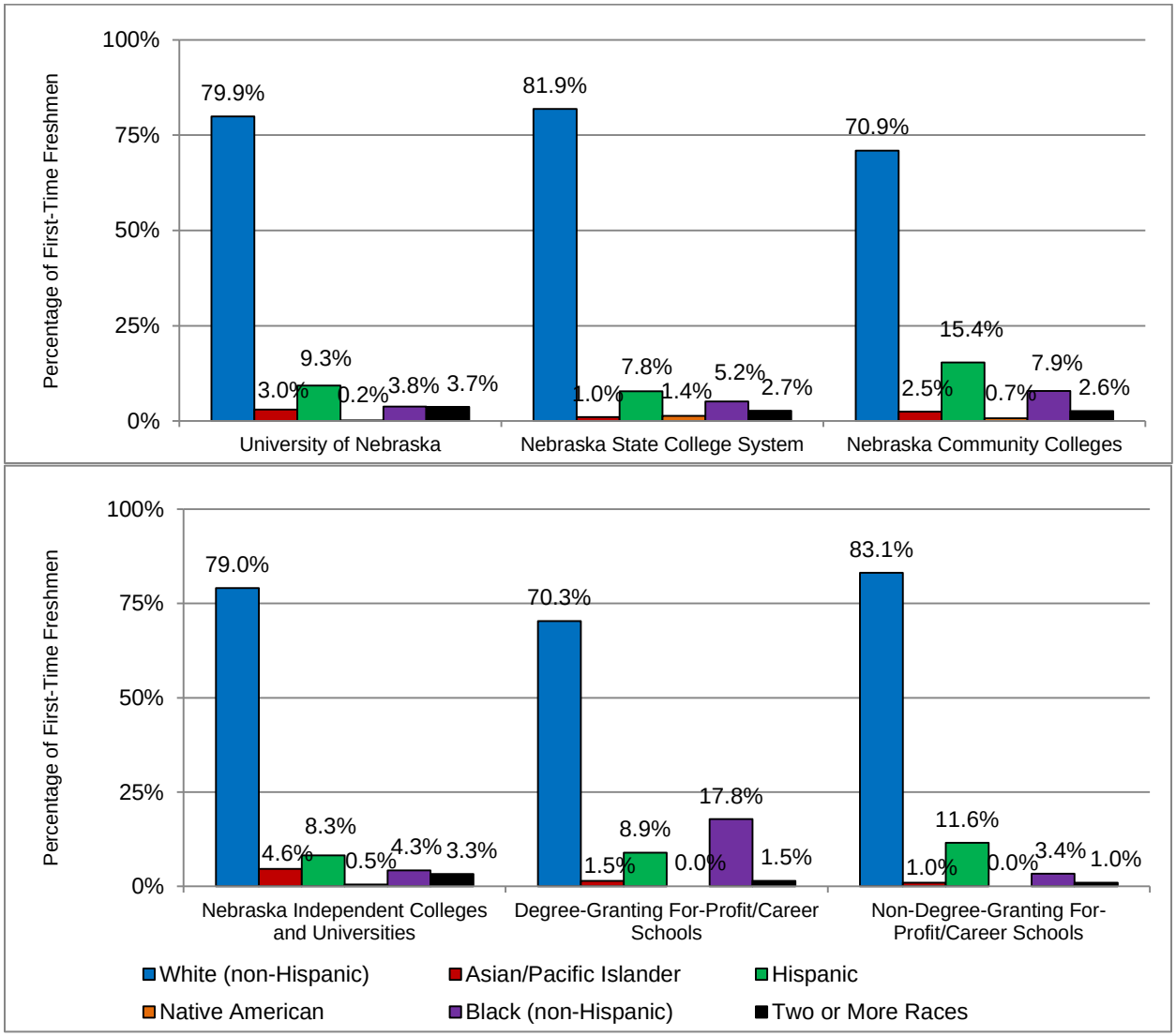
Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. The two native tribal colleges, Little Priest Tribal College and Nebraska Indian Community College, are excluded from the analysis of Native American enrollments in this figure. See Table A7.3 in Appendix 7 for fall 2003 through fall 2014 data. Data source: National Center for Education Statistics, IPEDS fall 2014 survey.

Representation of Racial/Ethnic Groups by Sector

Since different percentages of white non-Hispanics and minority students enrolled as first-time freshmen at each of the major types of postsecondary institutions in fall 2014, their representation varied across the six sectors of higher education, as shown in Figure 1.4.6. Native Americans accounted for 94% to 100% of the combined first-time freshmen enrollment in fall 2008 through fall 2014 of Little Priest Tribal College and Nebraska Indian Community College. Consequently, these two schools are excluded from the sector of independent colleges in the following analysis so sectors can be more clearly compared. See Table A7.4 in Appendix 7 for supporting data.

Figure 1.4.6

Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector
Excluding Little Priest Tribal College and Nebraska Indian Community College
Fall 2014



Note. Includes full-time and part-time students. Does not include nonresident aliens or students of unknown race/ethnicity. See Table A7.4 and Table A7.5 in Appendix 7 for supporting data and comparable data for fall 2003 through fall 2013. Data source: National Center for Education Statistics, IPEDS fall 2014 survey

- In the fall of 2014, white non-Hispanics accounted for the highest percentages of first-time freshmen enrolled within every sector.
- Asians/Pacific Islanders accounted for 4.6% of first-time freshmen at the independent colleges/universities (excluding tribal colleges) but only 1.0% at the state colleges.
- Hispanics accounted for 15.4% of first-time freshmen at the community colleges and 7.8% at the state colleges.
- Native Americans accounted for 1.4% of first-time freshmen at the state colleges. None of the first-time freshmen at the for-profit/career schools were Native American in fall 2014.
- Black non-Hispanics accounted for 17.8% of first-time freshmen at the degree-granting for-profit/career schools but only 3.4% at the non-degree-granting for-profit/career schools.
- Multiracial students accounted for 3.7% of first-time freshmen at the University of Nebraska but only 1.0% at the non-degree-granting for-profit/career schools.

1.5 Financial Aid

Increase need-based financial aid in order to improve access to higher education for Nebraskans with limited financial means.

The 2003 LR 174 Higher Education Task Force recommended increasing need-based financial aid as a means of improving access to higher education for Nebraskans with limited financial resources. Since 2003, Nebraska has increased the amount of state funds allocated for need-based financial aid, thereby making progress toward the goal of improving access to higher education within the state.[21]

Financial aid is even more important today than it was in 2003 as increasing college costs make it more difficult for many Nebraskans to be educated beyond high school. While there are several sources of need-based financial aid available to students, the amount available has not kept up with increasing costs and the corresponding need for more financial aid. This can be illustrated in several ways.

Number of Students Not Served by Nebraska's State Grant Program

First, Nebraska allocates state general and lottery funds to a financial aid program called the Nebraska Opportunity Grant program (NOG). This program was previously called the Nebraska State Grant program (NSG), with the name change becoming effective for the 2010–2011 academic year. In the following discussion, for the sake of simplicity, the grants awarded through the NSG and NOG programs are referred to as Nebraska state grants.

Nebraska state grants are awarded to students who are residents of Nebraska, have not earned a bachelor's, graduate or professional degree, have high financial need, and who are attending eligible Nebraska colleges and universities. As the following discussion illustrates, Nebraska has significantly increased the amount of funding available for state grants to college students. However, the amount of available funding for financial aid continues to be insufficient to meet the needs of an increasing number of students who are eligible to receive state assistance. As a result, only about a third of the students who are eligible for state-funded financial aid receive state grants.

Figure 1.5.1 illustrates how the amount of available funding for state grants has significantly increased since 2003–2004. For the 2003–2004 academic year, the state allocated $7,745,794 for grant aid to students attending public and private institutions in Nebraska. For 2014–2015, the state allocated $16,455,272 to assist needy students in attending higher education institutions in Nebraska, an increase of 112.4%. For the 2015–2016 academic year, the amount of available state funding for grant aid was increased to $16,868,156, or 2.5% above the amount allocated for 2014–2015. As a result, available state funding for state grants awarded in 2015–2016 is 117.7% higher than the state appropriated for student financial aid in 2003–2004.

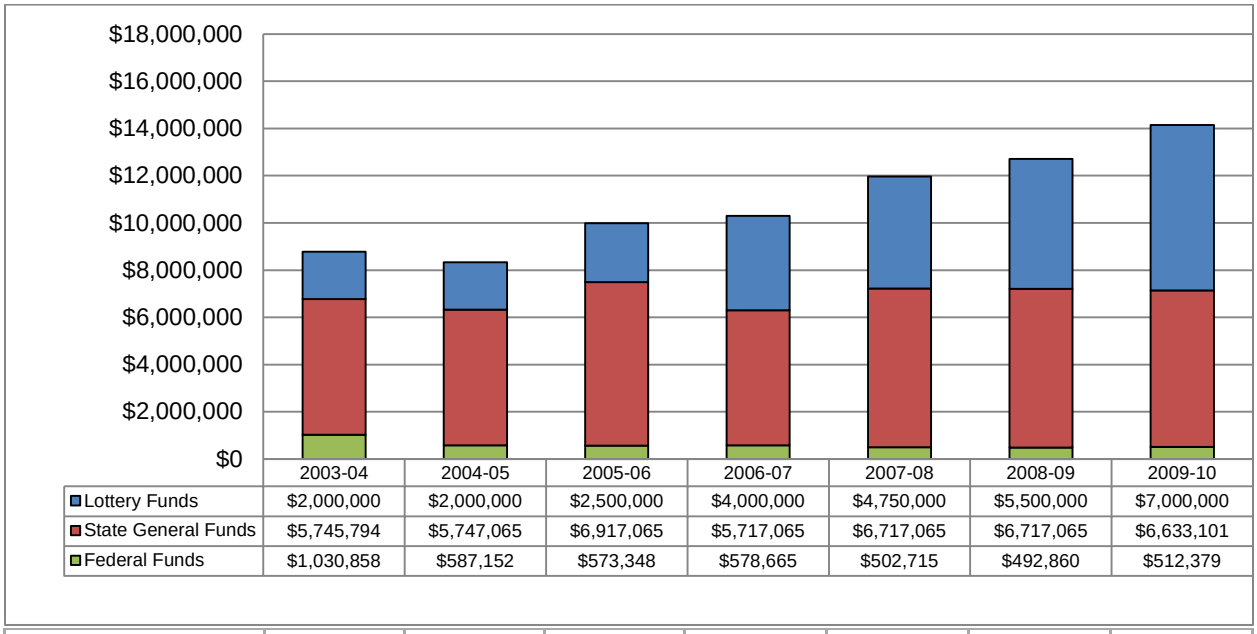
Increasing the allocation of lottery funds from $2,000,000 in 2003–2004 to $10,000,000 in 2015–2016 accounted for 87.7% of the total increase in state appropriations for the state grant program. Increasing appropriations from the state's general fund from $5,745,794 in 2003–2004 to $6,868,156 in 2015–2016 accounted for only 12.3% of the increased appropriations.

[21] For more information on tuition, fees, and financial aid, see the *2014 Tuition, Fees and Financial Aid Report*, available on the Commission's website at ccpe.nebraska.gov/reports.

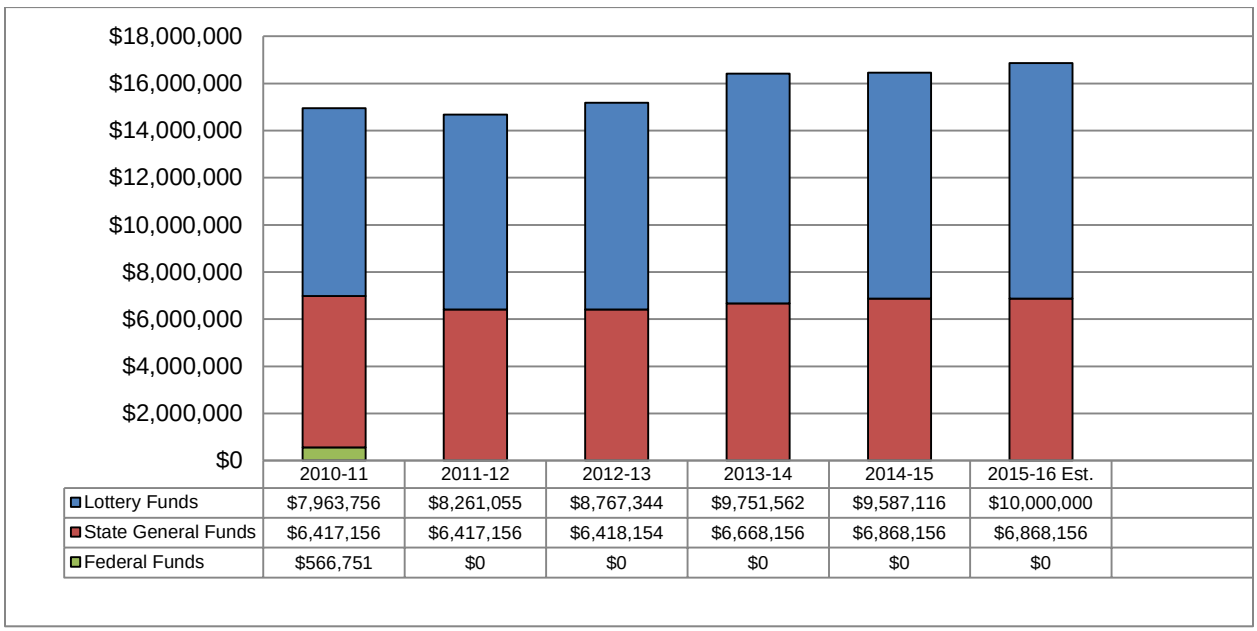
Over the same period, federal funding decreased from $1,030,858 in 2003–2004 to $566,751 in 2010–2011 and was eliminated in 2011–2012. Total funding for 2015–2016 is $1,920,493, or 12.8%, higher than for 2010–2011.

Figure 1.5.1

Sources and Amounts of Available Funding for the Nebraska Opportunity Grant Program 2003–2004 through 2015–2016



	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Lottery Funds	$2,000,000	$2,000,000	$2,500,000	$4,000,000	$4,750,000	$5,500,000	$7,000,000
State General Funds	$5,745,794	$5,747,065	$6,917,065	$5,717,065	$6,717,065	$6,717,065	$6,633,101
Federal Funds	$1,030,858	$587,152	$573,348	$578,665	$502,715	$492,860	$512,379
Total State Funds	$7,745,794	$7,747,065	$9,417,065	$9,717,065	$11,467,065	$12,217,065	$13,633,101
Total State & Federal	$8,776,652	$8,334,217	$9,990,413	$10,295,730	$11,969,780	$12,709,925	$14,145,480



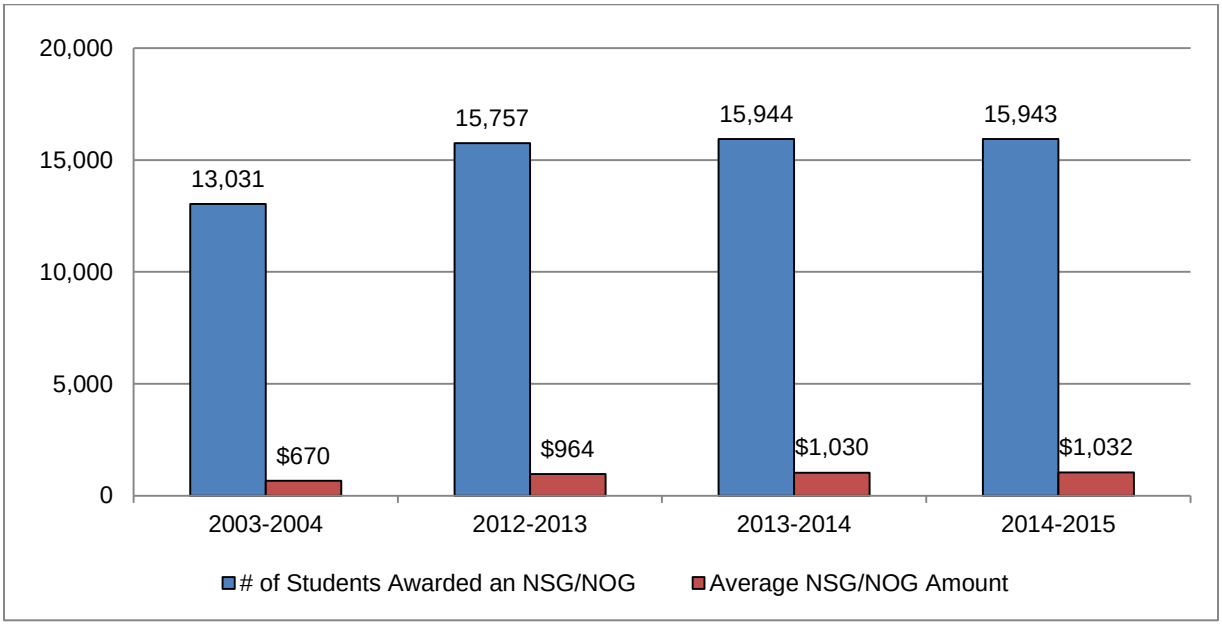
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16 Est.
Lottery Funds	$7,963,756	$8,261,055	$8,767,344	$9,751,562	$9,587,116	$10,000,000
State General Funds	$6,417,156	$6,417,156	$6,418,154	$6,668,156	$6,868,156	$6,868,156
Federal Funds	$566,751	$0	$0	$0	$0	$0
Total State Funds	$14,380,912	$14,678,211	$15,185,498	$16,419,718	$16,455,272	$16,868.156
Total State & Federal	$14,947,663	$14,678,211	$15,185,498	$16,419,718	$16,455,272	$16,868.156

Data source: 2014 Tuition, Fees and Financial Aid Report, Nebraska's Coordinating Commission for Postsecondary Education, September 16, 2014, supplemented with CCPE records, December 2015.

Between 2003–2004 and 2014–2015, as shown in Figure 1.5.2, the number of students who received state grants increased 22.3%, from 13,031 to 15,943, and the average awarded grant increased 54.0%, from $670 to $1,032.[22]

Figure 1.5.2

Number of Students Who Received Nebraska Opportunity Grants (NOGs) and the Average Grant Awarded 2012–2013 through 2014–2015 Compared to 2003–2004 Baseline



Data source: Nebraska Opportunity Grant Expenditure Reports, September 2004 and November 2015.

Unfortunately, as shown in Figure 1.5.3, many students who are eligible for state grants do not receive them. In 2014–2015, for example, 15,943 students received state grants. However, based upon expenditure reports submitted to the Commission by each institution, it is estimated that an additional 30,712 students qualified for state grants but did not receive them due to insufficient available funding.

Furthermore, the percentage of eligible students who receive state grants has decreased. In 2003–2004, 46.2% of the students who were eligible for state grants received them. In 2014–2015, only 34.2% of the eligible students received state grants. This decrease is due to state funding not keeping pace with the increases in the numbers of eligible students.[23]

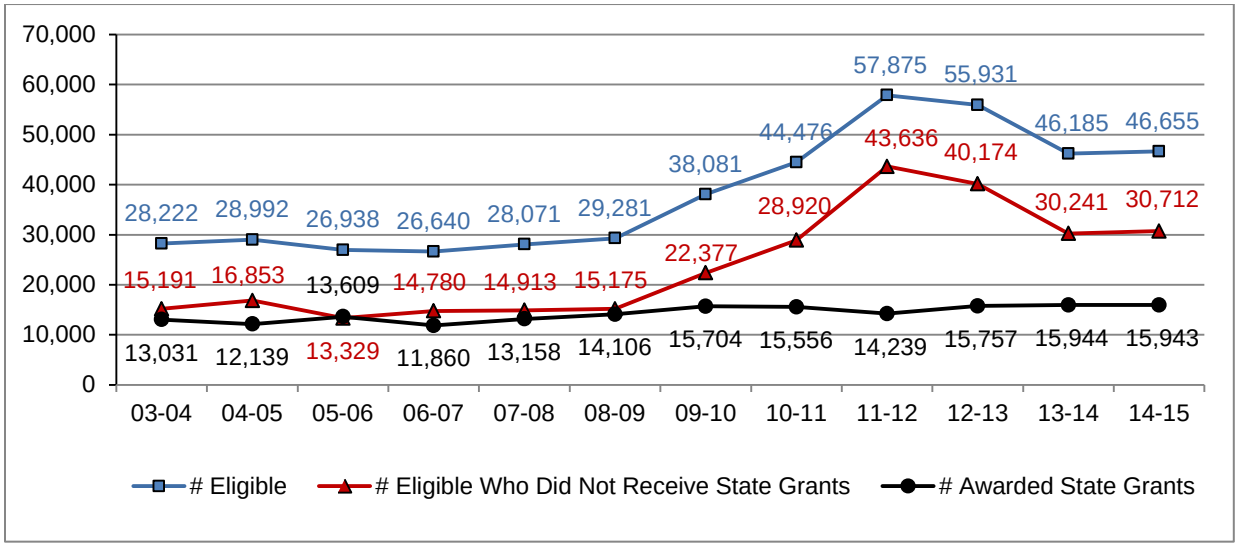
See Table A8.1 and Table A8.2 in Appendix 8 for supporting data and for additional information about the numbers and amounts of Nebraska state grants awarded by sector.

[22] The maximum award a student could receive has been 25% or 50% of the tuition and mandatory fees charged by UNL to a full-time, Nebraska-resident undergraduate student, depending on the year. In 2003–2004, the maximum award was at the 25% level, or $1,032. For 2014–2015, the maximum award was at the 50% level, or $3,987.

[23] Part of the increase beginning in 2010–2011 in the number of students eligible to receive Nebraska Opportunity Grants is likely due to the expansion of Pell Grant eligibility.

Figure 1.5.3

Number of Students Eligible to Receive Nebraska Opportunity Grants Compared to the Number of Students Awarded a Nebraska Opportunity Grant 2003–2004 through 2014–2015



Data source: Nebraska Opportunity Grant Expenditure Report and Unmet Need Report, November 2015.

Other Evidence of Unmet Need for Financial Aid

Although state funding of financial aid has increased significantly since 2003–2004, there is a substantial amount of unmet financial need in Nebraska, including the need not met by state grants. The Commission estimates the annual unmet financial need of all Nebraskans who are eligible for Pell Grants by subtracting the total amount of financial aid, excluding work-study or PLUS (parent loan for undergraduate students), from the total cost of attending Nebraska colleges and universities for all Pell-Grant-eligible students.[24] Using this formula, which includes subsidized and unsubsidized loans as financial aid, the Commission estimates the unmet need of Nebraskans was nearly $153 million in 2009–2010 and over $227 million in 2014–2015, as a result of the significant increase in the number of Nebraskans eligible for financial aid.[25]

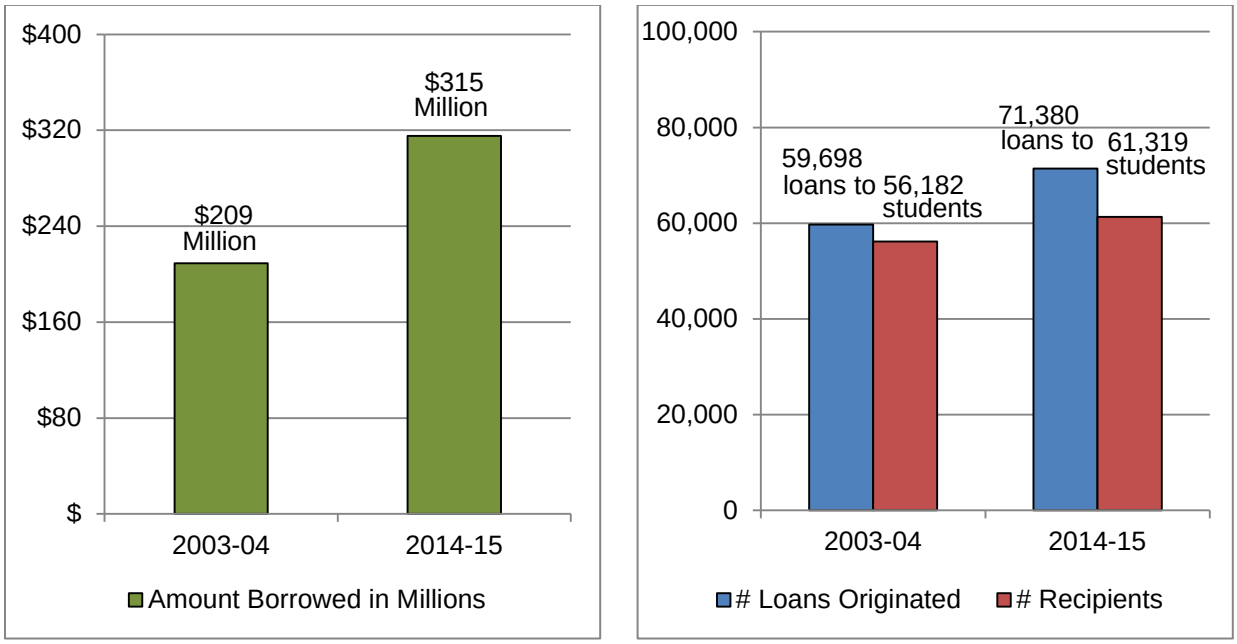
An indicator of the increased difficulty in meeting the financial needs of students is that students and their families are covering an increasing percentage of the costs of education for all sectors of Nebraska's public postsecondary institutions. For details, see pages 17–21 of the Commission's *2014 Tuition, Fees and Financial Aid Report*.

Finally, students are borrowing at higher levels. As illustrated in Figure 1.5.4, the amount students borrowed to attend Nebraska's public postsecondary institutions rose 50.9%, from $208,953,401 in 2003–2004 to $315,330,377 in 2014–2015.[26] The number of loan recipients increased 9.1%, from 56,182 in 2003–2004 to 61,319 in 2014–2015, while the number of originated loans increased 19.6%, from 59,698 to 71,380, in 2014–2015.

[24] Cost of attendance includes tuition and mandatory fees, room and board, and books and supplies.
[25] For details regarding these estimates, see the Commission's *2014 Tuition, Fees and Financial Aid Report*, available on the Commission's website at ccpe.nebraska.gov/reports.
[26] Originated loans, including fees.

Figure 1.5.4

Level of Student Borrowing to Attend Nebraska's Public Colleges and Universities 2014–2015 Compared to 2003–2004 Baseline



Data sources: U.S. Department of Education Office of Postsecondary Education, December 2015; Nebraska DAS Supplements, and Nebraska CCPE Supplementals, October 2005 and November 2015.

Need-Based Financial Aid

In addition to the Nebraska Opportunity Grant, financial aid is provided through a system of tuition waivers at the Nebraska state colleges and the institutions constituting the University of Nebraska. However, tuition waivers may or may not be need-based, depending on how each institution decides to allocate them.

The State of Nebraska also funds the Access College Early (ACE) Scholarship Program. Initiated in fall 2007, ACE scholarships are awarded to eligible low-income Nebraska high school students who take college courses for credit from qualified postsecondary institutions while the students are still in high school.

In fall 2011, the ACE Plus program was initiated. This program is fully funded by a federal College Access Challenge Grant (CACG) and is designed to provide financial aid to Nebraska college students who received ACE scholarships while they were in high school. Award year 2015–2016 is the final year of this program due to federal funding being discontinued.

Since Nebraska's state grant program has been the primary source of state-funded, need-based financial aid for Nebraska residents who are attending postsecondary institutions within the state, the analysis in this section focuses primarily on the changes in the funding of Nebraska's state grant program that occurred between 2003–2004, which is this report's baseline year, and 2014–2015. In the analysis of the Nebraska's state grant program, other sources of need-based aid also are discussed to present a complete picture of the amount of financial aid available to Nebraskans. The last part of this section focuses on the growth of the Access College Early (ACE) Scholarship Program, the college continuation rates of ACE scholarship recipients, and the funding and profiles of ACE Plus scholarship recipients.

The Nebraska State Grant Program and Other Sources of Title IV Financial Aid

The Nebraska state grant program was one of several programs based on or administered under the guidelines of Title IV of the U.S. Higher Education Act between 2003 and 2014.[27] These programs provide financial aid to students attending postsecondary institutions in Nebraska and include the following federal programs (see Explanatory Note A8.1 in Appendix 8 for definitions of all of the financial aid programs listed below):

- Academic Competitiveness Grant (ACG)
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work-Study (FWS)
- Iraq and Afghanistan Service Grant (IASG)
- National Science and Mathematics Access to Retain Talent (SMART) Grant
- Perkins Loans
- PLUS Loans
- PLUS Loans for Graduate and Professional Degree Students (Grad PLUS)
- Subsidized (Sub) and Unsubsidized (Unsub) Stafford Loans
- Teacher Education Assistance for College and Higher Education Grant (TEACH)

Federal Pell Grants are awarded to undergraduates who have not yet earned bachelor's degrees and who demonstrate high financial need. Nebraska state grants are awarded to Nebraska-resident students who demonstrate high financial need and attend eligible Nebraska postsecondary institutions.

Funding of Awarded State Grants

- The majority of the funding for Nebraska's state grants has come from the state through the Nebraska Lottery and the state's general fund. From 2003–2004 through 2010–2011, the remaining funding came from the federal government through its regular and special Leveraging Educational Assistance Partnership (S/LEAP) authorizations. In 2011–2012, the Nebraska state grant program became entirely dependent on state funding.

- As shown in Table 1.5.1, $7,704,305 in general state funds accounted for 88.2% of the $8,735,163 awarded through Nebraska state grants in 2003–2004.

- Between 2003–2004 and 2014–2015, state funding increased $8,750,967, or 113.6%.

- In total, the amount of funding awarded through the state grant program increased 88.4%, from $8,735,163 in 2003–2004 to $16,455,272 in 2014–2015.

[27] The Academic Competitiveness Grant and National Science and Mathematics Access to Retain Talent (SMART) Grant were eliminated after the 2010–2011 academic year.

Table 1.5.1
Amounts of Nebraska and Federal Funding
Awarded through the Nebraska State Grants Program
2003–2004 through 2014–2015

Academic Year	State Funding	% of Total	Federal Funding[a]	% of Total	Total Funding
Nebraska State Grant (NSG)					
2003–2004	$7,704,305	88.2%	$1,030,858	11.8%	$8,735,163
2004–2005	$7,749,542	93.0%	$587,152	7.0%	$8,336,694
2005–2006	$9,344,247	94.2%	$573,348	5.8%	$9,917,595
2006–2007	$9,809,558	94.4%	$578,665	5.6%	$10,388,223
2007–2008	$11,919,109	96.0%	$502,715	4.0%	$12,421,824
2008–2009	$12,118,524	96.1%	$492,860	3.9%	$12,611,384
2009–2010	$13,580,674	96.4%	$512,379	3.6%	$14,093,053
Nebraska Opportunity Grant (NOG)					
2010–2011	$14,380,912	96.2%	$566,751	3.8%	$14,947,663
2011–2012	$14,678,211	100.0%	$0	0.0%	$14,678,211
2012–2013	$15,185,498	100.0%	$0	0.0%	$15,185,498
2013–2014	$16,419,718	100.0%	$0	0.0%	$16,419,718
2014–2015	$16,455,272	100.0%	$0	0.0%	$16,455,272
$ Change Since 2003–2004	$8,750,967		-$1,030,858		$7,720,109
% Change Since 2003–2004	113.6%		-100.0%		88.4%

Data sources: U.S. Department of Education Office of Postsecondary Education and Nebraska's Coordinating Commission for Postsecondary Education, October 2005–2015.
[a] Many states were unable to participate in the federal funding program in the 2003–2004 academic year. Therefore, those that were able to participate, like Nebraska, received extra funding. In the 2004–2005 academic year, many of the states that could not participate in the previous year were able to return to the program, which reduced the amount of funding to the other participating states.

Nebraska State Grants as a Percentage of All Title IV Financial Aid

Between 2003–2004 and 2013–2014, Nebraska's state grants represented only a small percentage of the total Title IV financial aid awarded through all of the eligible postsecondary institutions in Nebraska. Table 1.5.2 compares the total amount of financial aid awarded to students attending Nebraska colleges and universities in 2013–2014, the latest year for which federal data for all Nebraska institutions are available, to financial aid awarded in 2003–2004 (the baseline for this report).[28]

[28] The interest on a Perkins Loan or a subsidized loan is paid by the federal government while the student borrower is in college. Therefore, this interest is comparable to a grant in the sense that it does not have to be repaid. For the sake of clarification, the amounts reported in this section are for the actual amounts borrowed, *not including interest*.

- A total of $813,743,249 Title IV financial aid was awarded to students at Nebraska's postsecondary institutions in 2013–2014, an increase of 57.9% from the 2003–2004 baseline amount of $515,291,402.

- Nebraska's state grants were equivalent to 2.0% of the total Title IV financial aid awarded to students attending Nebraska postsecondary institutions in 2013–2014, up from 1.7% in 2003–2004.

Table 1.5.2
Total Title IV Federal and State Financial Aid
Awarded at All Eligible Nebraska Postsecondary Institutions
2013–2014 Compared to 2003–2004 Baseline

Type of Financial Aid Awarded	2003–2004		2013–2014		% Change in Funding
	Total Funding	% of Funding	Total Funding	% of Funding	
Grants					
Pell Grant	$69,346,101	13.5%	$142,922,316	17.6%	106.1%
FSEOG	$6,443,781	1.3%	$5,506,915	0.7%	-14.5%
IASG	$0	0.0%	$5,238	0.0%	
TEACH	$0	0.0%	$929,023	0.1%	
NE State Grants	$8,735,163	1.7%	$16,419,718	2.0%	88.0%
FED Work-Study	$6,324,946	1.2%	$5,976,704	0.7%	-5.5%
Loans					
Perkins Loans	$17,308,038	3.4%	$10,406,009	1.3%	-39.9%
Sub Loans	$172,737,524	33.5%	$152,723,702	18.8%	-11.6%
Unsub Loans	$175,722,228	34.1%	$354,154,654	43.5%	101.5%
Grad PLUS	$0	0.0%	$51,690,895	6.4%	
PLUS Loans	$58,673,621	11.4%	$73,008,075	9.0%	24.4%
Total Grants and Loans	$515,291,402	100.0%	$813,743,249	100.0%	57.9%

Note. FSEOG = Federal Supplemental Educational Opportunity Grant; IASG = Iraq and Afghanistan Service Grant; TEACH = Teacher Education Assistance for College and Higher Education Grants; Sub = subsidized loans; Unsub Loans = unsubsidized loans. IASG grants, TEACH grants, and Grad PLUS loans were not available in 2003–2004. See Explanatory Note A8.1 in Appendix 8 for information about each of the programs included in this analysis. Data sources: U.S. Department of Education Office of Postsecondary Education, December 2015; Nebraska DAS Supplements, and Nebraska CCPE Supplementals, October 2005 and November 2015.

Nebraska State Grants as a Percentage of Title IV Financial Aid Awarded at Nebraska Public Institutions

- The amounts of federal funding for all types of Title IV financial aid that were awarded to students at all of Nebraska's eligible postsecondary institutions in 2014–2015 are not yet available. However, the amount of aid awarded through each Title IV program to students attending the state's *public* institutions in 2014–2015 is available to compare to the amount awarded in 2003–2004.

- A total of $447,390,837 Title IV financial aid was awarded to students at Nebraska's *public* postsecondary institutions in 2014–2015, an increase of $210,509,871 (88.9%) from the 2003–2004 baseline amount of $236,880,966.

- As shown in Table 1.5.3, Nebraska state grants accounted for 2.6% of the $447,390,837 in financial aid awarded by Nebraska's public institutions in 2014–2015, up from 2.1% in 2003–2004.

Table 1.5.3
Total Title IV Federal and State Financial Aid
Awarded at Nebraska Public Postsecondary Institutions
2014–2015 Compared to 2003–2004 Baseline

Type of Financial Aid Awarded	2003–2004		2014–2015		% Change in Funding
	Total Funding	% of Funding	Total Funding	% of Funding	
Grants					
Pell Grant	$45,879,222	19.4%	$106,963,175	23.9%	133.1%
FSEOG	$2,646,427	1.1%	$3,020,115	0.7%	14.1%
IASG	$0	0.0%	$5,311	0.0%	
TEACH	$0	0.0%	$1,096,336	0.2%	
NE State Grants	$4,970,800	2.1%	$11,505,016	2.6%	131.5%
FED Work-Study	$3,882,831	1.6%	$3,143,296	0.7%	-19.0%
Loans					
Perkins Loans	$9,040,645	3.8%	$6,327,211	1.4%	-30.0%
Sub Loans	$79,755,942	33.7%	$85,813,241	19.2%	7.6%
Unsub Loans	$70,478,573	29.8%	$167,041,647	37.3%	137.0%
Grad PLUS	$0	0.0%	$8,830,397	2.0%	
PLUS Loans	$20,226,526	8.5%	$53,645,092	12.0%	165.2%
Total Grants and Loans	**$236,880,966**	100.0%	**$447,390,837**	100.0%	88.9%

Note. FSEOG = Federal Supplemental Educational Opportunity Grant; IASG = Iraq and Afghanistan Service Grant; TEACH = Teacher Education Assistance for College and Higher Education Grants; Sub = subsidized loans; Unsub Loans = unsubsidized loans. IASG grants, TEACH grants, and Grad PLUS loans were not available in 2003–2004. See Explanatory Note A8.1 in Appendix 8 for information about each of the programs included in this analysis. Data sources: Data sources: U.S. Department of Education Office of Postsecondary Education, December 2015; Nebraska DAS Supplements, and Nebraska CCPE Supplementals, October 2005 and November 2015.

Need-Based Financial Aid (Excluding Loans) Awarded at Nebraska's Public Institutions

Title IV Aid (Excluding Loans):

- As shown in Table 1.5.4, of the $125,733,249 awarded through grants or the work-study program in 2013–2014, 9.2% was awarded through the Nebraska state grants program, compared to 8.7% in 2003–2004.

- State funds accounted for 100% of the $11,505,016 awarded in state grants to students enrolled at public institutions in 2014–2015. Since 2011–2012, no federal funds have been available for funding the state grants program.

- Total federal funding of grants and work study increased by 115.6%, from $52,992,590 in 2003–2004 to $114,228,233 in 2014–2015.

- Between 2003–2004 and 2014–2015, state funding of state grants increased by 162.3%, from $4,386,690 to $11,505,016. The state funded portion of the Nebraska state grants program increased from being equivalent to 7.6% of the total Title IV financial aid, excluding loans, awarded through Nebraska public institutions in 2003–2004 to equaling 9.2% in 2014–2015.

Other Need-Based Aid (Excluding Loans):

Although Title IV-related programs are the primary source of need-based financial aid, other institution-based programs are available to assist students. Programs available through the state's public institutions are funded by the institutions and private sources. In addition, state funding is provided through need-based tuition waivers offered by the Nebraska state colleges and the institutions constituting the University of Nebraska.

- The total amount of need-based financial aid, not including Title IV aid, provided to students by Nebraska's public institutions increased 208.4% from $12,513,302 in 2003–2004 to $38,596,959 in 2014–2015.

- Between 2003–2004 and 2014–2015, the amount of other need-based aid provided by the University of Nebraska increased 223.3%, while the amount of other need-based aid provided by Nebraska's six community colleges increased 168.1% and the amount of other need-based aid awarded by the Nebraska State College System increased 101.0%.

Total Need-Based Aid (Excluding Loans):

- The total amount of need-based financial aid provided to students attending Nebraska's public institutions, including Title IV programs and other need-based aid, but excluding loans, increased 135.1% from $69,892,582 in 2003–2004 to $164,330,208 in 2014–2015.

- As illustrated in Figure 1.5.5, the state-funded portion of the Nebraska's state grants program accounted for 6.3% of all of the need-based aid awarded by Nebraska public institutions in 2003–2004, excluding loans, compared to 7.0% in 2014–2015.

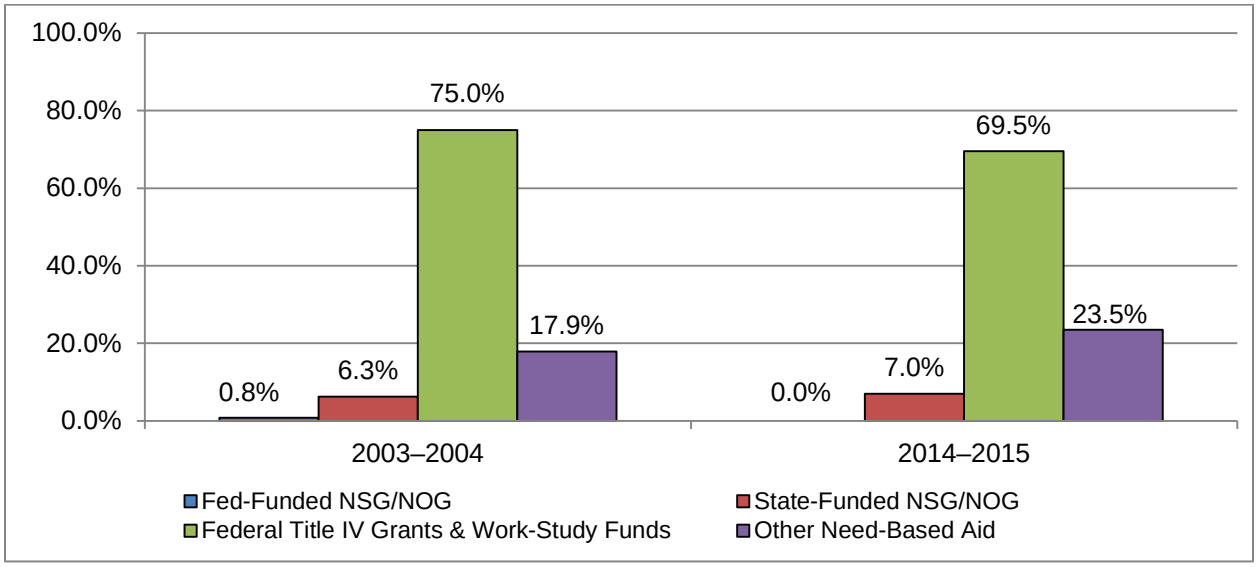
Table 1.5.4
Total Need-Based Financial Aid (Excluding Loans)
Awarded at Nebraska Public Postsecondary Institutions
2014–2015 Compared to 2003–2004 Baseline

Type of Need-Based Financial Aid	2003–2004		2014–2015		% Change
	$ Awarded	% of Total	$ Awarded	% of Total	
Title IV Aid (Excluding Loans)					
Nebraska State Grants (NSG / NOG)					
State-Funded	$4,386,690	6.3%	$11,505,016	7.0%	162.3%
Federal-Funded	$584,110	0.8%	$0	0.0%	-100.0%
Total NE State Grant	$4,970,800	7.1%	$11,505,016	7.0%	131.5%
Federal Title IV					
Pell Grant	$45,879,222	65.6%	$106,963,175	65.1%	133.1%
FSEOG	$2,646,427	3.8%	$3,020,115	1.8%	14.1%
IASG	$0	0.0%	$5,311	0.0%	
TEACH	$0	0.0%	$1,096,336	0.7%	
Federal Work Study	$3,882,831	5.6%	$3,143,296	1.9%	-19.0%
Total Federal Title IV	$52,408,480	75.0%	$114,228,233	69.5%	118.0%
Total Title IV Aid (Excluding Loans)	**$57,379,280**	**82.1%**	**$125,733,249**	**76.5%**	**119.1%**
Other Need-Based Aid (Excluding Loans)					
University of Nebraska	$9,843,307	14.1%	$31,819,530	19.4%	223.3%
NE State College System	$567,739	0.8%	$1,141,244	0.7%	101.0%
NE Community Colleges	$2,102,256	3.0%	$5,636,185	3.4%	168.1%
Total Other Need-Based Aid (Excluding Loans)	**$12,513,302**	**17.9%**	**$38,596,959**	**23.5%**	**208.4%**
Total Need-Based Aid (Excluding Loans)	**$69,892,582**		**$164,330,208**		**135.1%**

Note. FSEOG = Federal Supplemental Educational Opportunity Grant; IASG = Iraq and Afghanistan Service Grant; NOG = Nebraska Opportunity Grant; NSG = Nebraska State Grant; TEACH = Teacher Education Assistance for College and Higher Education Grants. IASG grants and TEACH grants were not available in 2003–2004. See Explanatory Note A8.1 in Appendix 8 for information about each of the programs included in this analysis. Data sources: U.S. Department of Education Office of Postsecondary Education, December 2015; Nebraska DAS Supplements, and Nebraska CCPE Supplementals, October 2005 and November 2015.

Figure 1.5.5

Total Need-Based Financial Aid (Excluding Loans)
Awarded by Public Nebraska Postsecondary Institutions
2014–2015 Compared to 2003–2004 Baseline



Note. NOG = Nebraska Opportunity Grant; NSG = Nebraska State Grant. The Nebraska State Grant program was in effect from 2003–04 through 2009–10. In 2010–11, the program was renamed the Nebraska Opportunity Grant. Data sources: U.S. Department of Education Office of Postsecondary Education, December 2015; Nebraska DAS Supplements, and Nebraska CCPE Supplementals, October 2005 and November 2015.

Access College Early (ACE) Scholarship Program

The State of Nebraska funds the Access College Early (ACE) Scholarship Program, which was started in fall 2007. ACE scholarships are awarded to eligible low-income Nebraska high school students who take courses for credit from postsecondary institutions while the students are in high school. These courses are typically dual enrollment courses, which are offered for both high school and college credit, but some are college courses offered only for college credit. Figure 1.5.6 illustrates the growth of the ACE Scholarship Program. Using state and federal funds, the program has grown steadily since its inception.

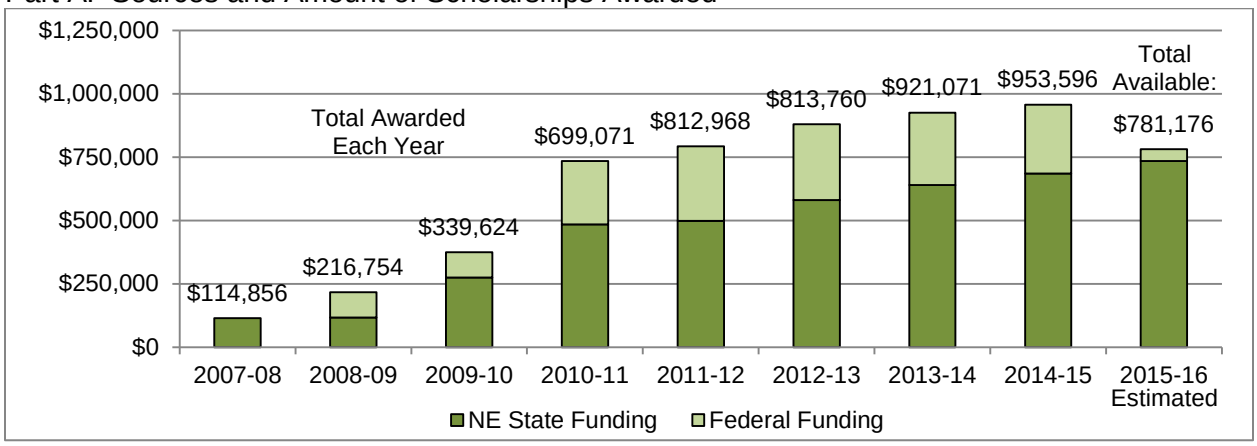
- In 2007–2008, 363 ACE scholarships totaling $114,856 were awarded to 294 Nebraska high school students from 110 high schools. These students registered for 1,698 credit hours at 11 Nebraska colleges and universities.

- In 2014–2015, 4,082 ACE scholarships totaling $953,596 were awarded to 1,919 Nebraska high school students from 211 high schools. These students registered for 13,785 credit hours at 18 Nebraska colleges and universities.

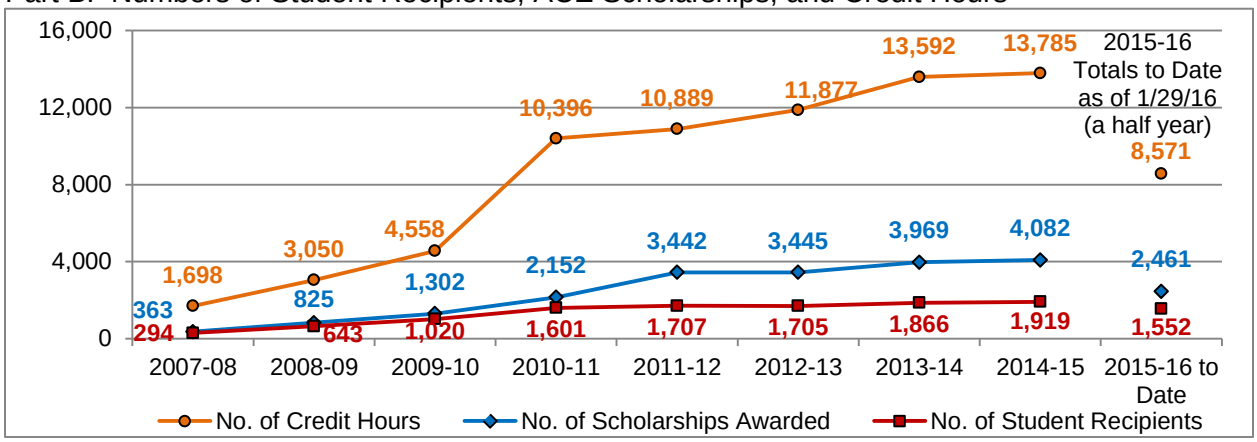
Figure 1.5.6

Growth of the Nebraska Access College Early (ACE) Scholarship Program 2007–2008 through 2015–2016 to Date

Part A: Sources and Amount of Scholarships Awarded



Part B: Numbers of Student Recipients, ACE Scholarships, and Credit Hours



Note. $538,086 has been awarded for the 2015–16 academic year as of January 29, 2016. Academic year 2015–16 available funding includes $735,000 in Nebraska state funding and an estimated $46,176 in federal funding. See Table A8.3 in Appendix 8 for supporting data. Data source: Records maintained by Nebraska's Coordinating Commission for Postsecondary Education, January 2016.

Research on the College Continuation Rates of ACE Scholarship Recipients

Since 2009, the Coordinating Commission has conducted research to determine how many of the high school seniors who receive ACE scholarships continue on to college compared to other low-income and non-low-income graduates of Nebraska's public high schools.

For this research, a college continuation rate is defined as the percentage of high school graduates who were enrolled in college within one year of their high school graduation. For example, for the high school seniors who received ACE scholarships during 2013–2014, the college continuation rate is the percentage of these students who were enrolled in college any time between June 1, 2014, and May 31, 2015. Throughout this summary, the terms college continuation rate and college-going rate are used interchangeably.

Using student records and summary reports from the Nebraska Department of Education (NDE) and enrollment records from the National Student Clearinghouse (NSC), the Commission calculates the college continuation rates by gender for the high school seniors who were ACE scholarship recipients.

The Commission then compares the college continuation rates for the seniors who received ACE scholarships while attending public high schools to the college continuation rates for other low-income and non-low-income graduates of Nebraska's public high schools.

Low-income students are defined as students who are approved to receive free or reduced-price school lunches.

Non-low-income students are students who are not approved for free or reduced-price school lunches.[29]

Since the Commission relies on college enrollment records from the NSC, students who continue on to college at non-NSC-reporting institutions are classified as not continuing on to college. As a result, college continuation rates reported here are underestimated to some degree. (See Section 1.1.c of this report for further information on college continuation rates.)

Students who were homeschooled or attended nonpublic (private) high schools are not included in this phase of the research because the NDE does not have sufficient records for the Commission to compute college continuation rates for nonpublic high school students by income status.

Profile of Nebraska High School Seniors Who Received ACE Scholarships

Since 2007–2008, the number of ACE scholarships awarded to high school seniors has steadily increased. However, as total funding for the ACE scholarship program has increased, more scholarships have been awarded to students during their freshmen, sophomore, or junior year of high school. As a result, the percentage of ACE recipients who received scholarships during their senior year decreased from 74.8% in 2007–2008 to 58.6% in 2013–2014.

[29] Non-low-income students for this study include at least some students who live in low-income households but who did not apply for free or reduced-price school lunches. Since participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.

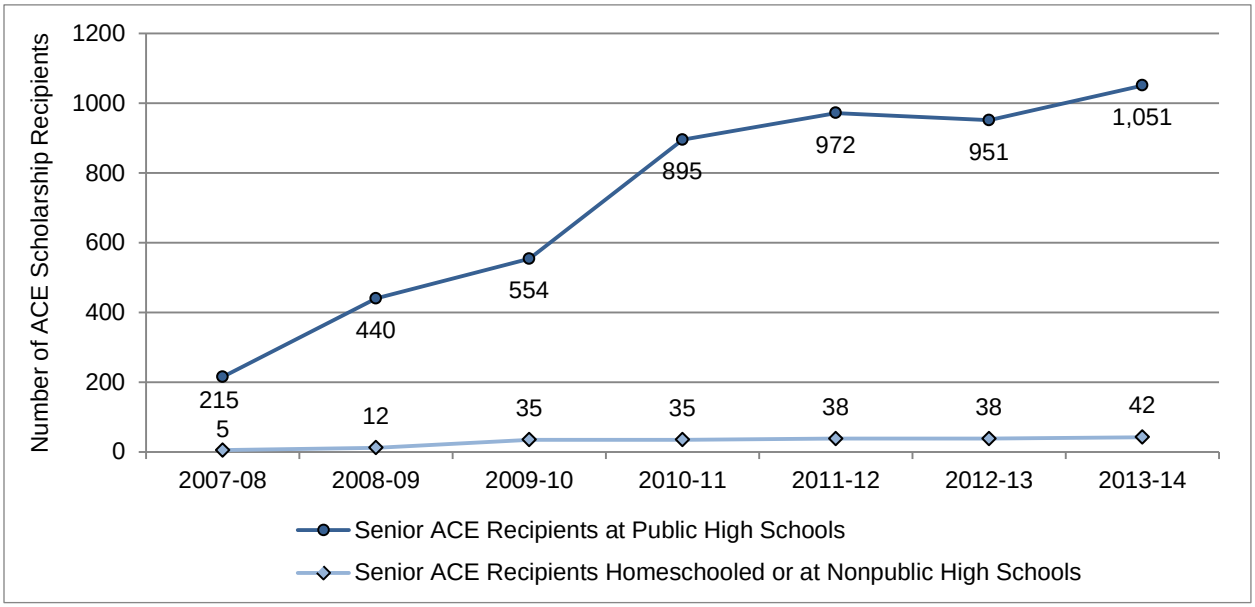
- As shown in Figure 1.5.7, the number of seniors who received ACE scholarships while attending *public* high schools increased from 215 in 2007–2008 to 1,051 in 2013–2014. The number of senior ACE recipients who were homeschooled or attended nonpublic high schools increased from only five students in 2007–2008 to 42 students in 2013–2014.

- Seniors who received ACE scholarships while attending *nonpublic* high schools accounted for 3.8% of the seniors who received ACE scholarships in 2013–2014, up from 2.3% in 2007–2008.

- As evidenced in Appendix 8 (Part 1 of Tables A8.4.a, A8.4.b, A8.4.c, A8.4.d, A8.4.e, A8.4.f, and A8.4.g), among high school seniors who received ACE scholarships between 2007–2008 and 2012–2013, significantly more females received scholarships than their male classmates. Females accounted for 65.9% of the senior scholarship recipients in 2007–2008 and 62.9% in 2013–2014.

Figure 1.5.7

Number of High School Seniors Who Received Access College Early (ACE) Scholarships by Type of School Attended: 2007–2008 through 2013–2014



Note. See Tables A8.4.a, A8.4.b, A8.4.c, A8.4.d, A8.4.e, A8.4.f, and A8.4.g in Appendix 8 for supporting data. Data source: Nebraska ACE Scholarship Program records, Nebraska's Coordinating Commission for Postsecondary Education, January 2016.

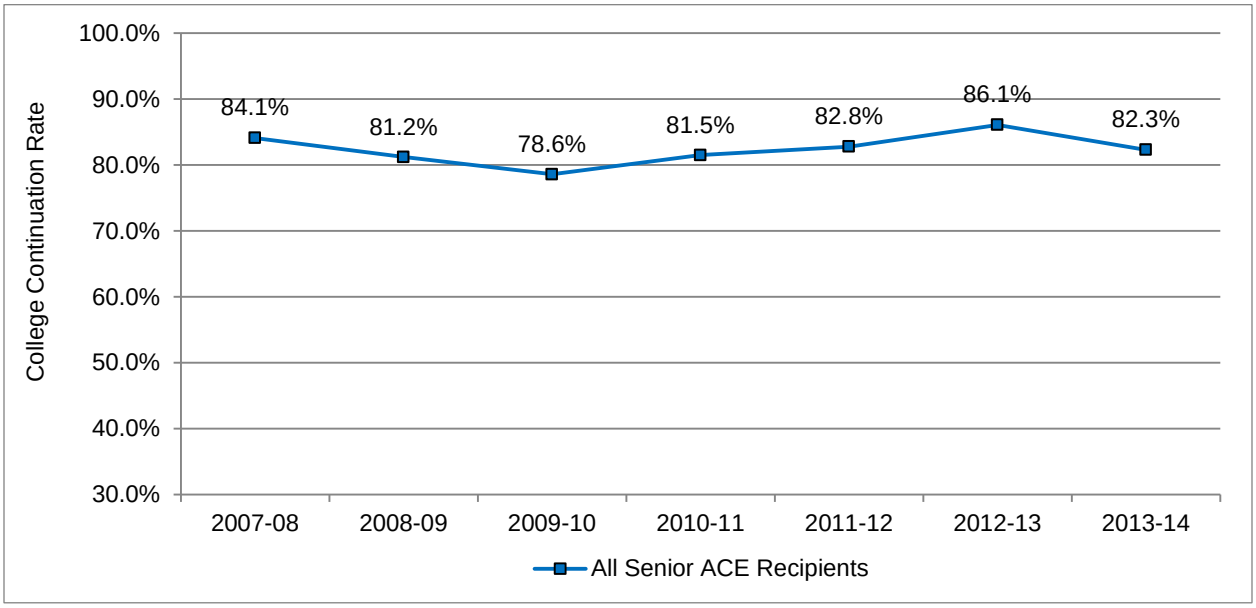
College Continuation Rates for Nebraska ACE Scholarship Recipients

- From the first year of the program in 2007–2008 to the third year in 2009–2010, the college continuation rates of ACE scholarship recipients decreased as the number of awarded ACE scholarships increased. As shown in Figure 1.5.8, the college continuation rates for *all seniors* who received ACE scholarships decreased from 84.1% for students who graduated in 2007–2008 to 78.6% for those who finished high school in 2009–2010.

- The college-going rate for ACE scholarship recipients has since increased to 82.3% among the 2013–2014 graduates.

Figure 1.5.8

College Continuation Rates for All High School Seniors Who Received Access College Early (ACE) Scholarships 2007–2008 through 2013–2014



Note. See Tables A8.4.a, A8.4.b, A8.4.c, A8.4.d, A8.4.e, A8.4.f, and A8.4.g in Appendix 8 for supporting data. Data sources: Nebraska ACE Scholarship Program records maintained by Nebraska's Coordinating Commission for Postsecondary Education and enrollment records from the National Student Clearinghouse, July 2009, April 2010, March 2011, March 2012, August 2013, April 2014, and August 2015.

College Continuation Rates by School Type

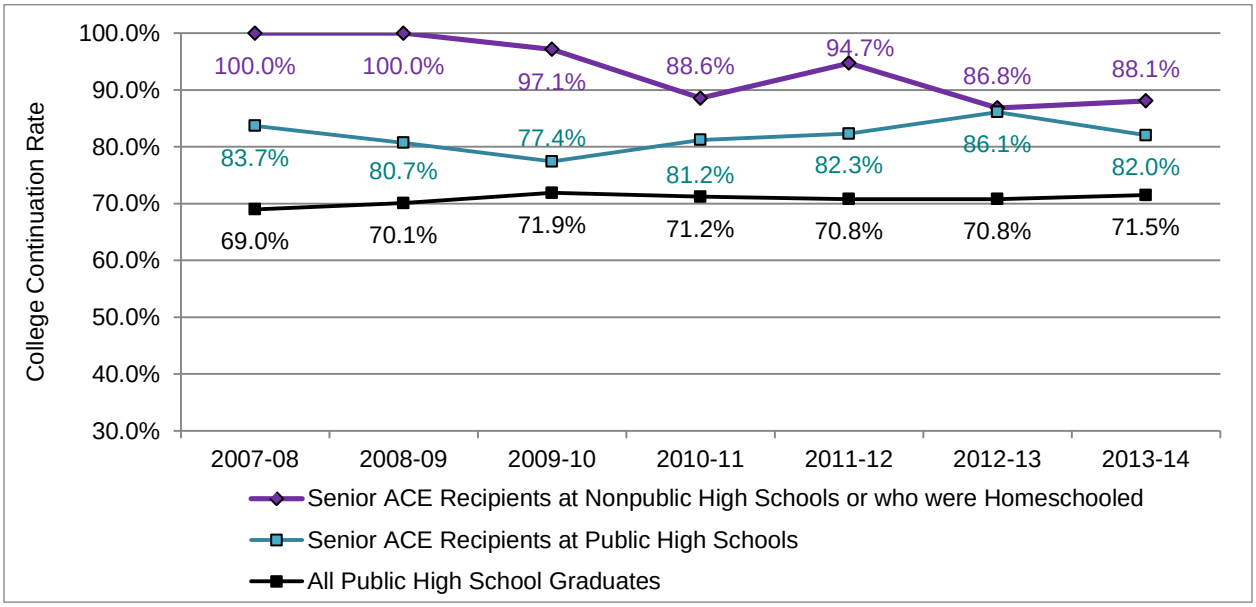
- As shown in Figure 1.5.9, the college-going rate for ACE scholarship recipients who were homeschooled or attended nonpublic (private) high schools decreased from 100.0% of the graduates in 2007–2008 to 88.1% of those in the class of 2013–2014. While the college-going rate for these ACE scholarship recipients appears to have dramatically decreased in 2010–2011 and 2012–2013, it is important to remember this cohort has historically consisted of only five to 42 students per year.

- The college-going rate for ACE scholarship recipients at Nebraska's *public* high schools decreased from 83.7% among the seniors who received scholarships in 2007–2008 to 77.4% for the class of 2009–2010. However, the college-going rate has since increased to 82.0% for 2013–2014 recipients.

- Figure 1.5.9 also shows that college continuation rates of the *public* high school recipients of ACE scholarships have consistently been significantly higher than the statewide college continuation rates for all graduates of Nebraska's public high schools.

Figure 1.5.9

College Continuation Rates for High School Seniors Who Received Access College Early (ACE) Scholarships by Type of School Attended: 2007–2008 through 2013–2014



Note. See Tables A8.4.a, A8.4.b, A8.4.c, A8.4.d, A8.4.e, A8.4.f, and A8.4.g in Appendix 8 for supporting data. Data sources: Nebraska ACE Scholarship Program records maintained by Nebraska's Coordinating Commission for Postsecondary Education and enrollment records from the National Student Clearinghouse, July 2009, April 2010, March 2011, March 2012, August 2013, April 2014, and August 2015.

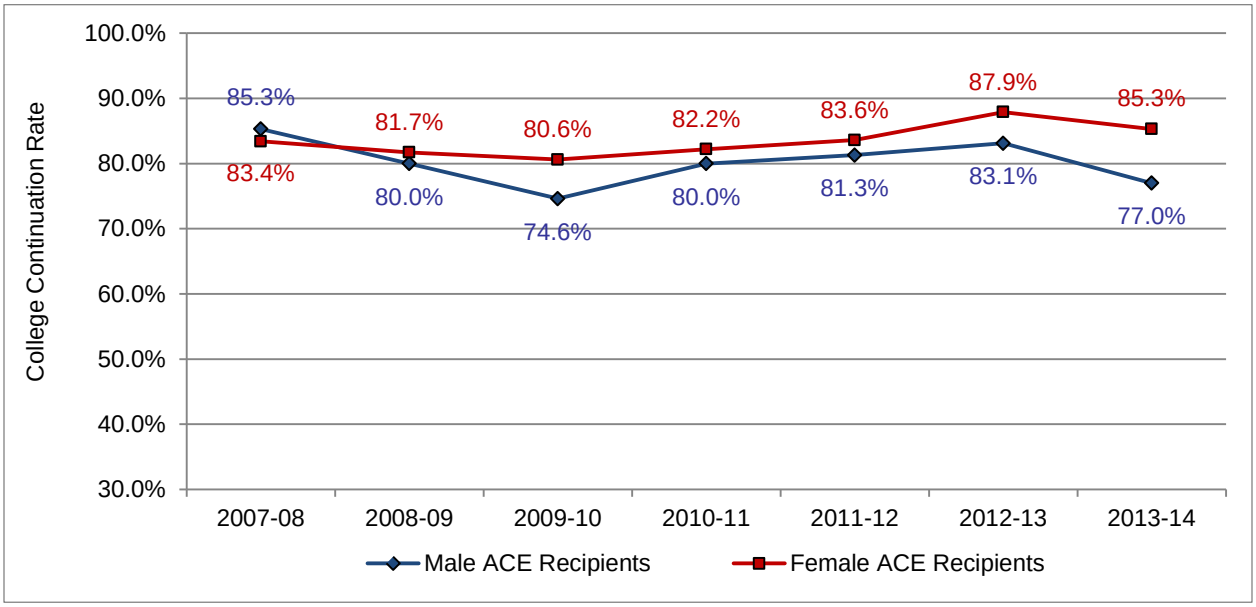
College Continuation Rates by Gender

- For a number of years, the college-going rates of male high school graduates have been lower than the rates of their female classmates. However, as shown in Figure 1.5.10, the college continuation rate for male ACE scholarship recipients in 2007–2008 was 85.3%, compared to a slightly lower rate of 83.4% for the female recipients that year.

- The college continuation rate for male ACE scholarship recipients in 2013–2014 was 77.0%, compared to a rate of 85.3% for the female recipients in 2013–2014.

Figure 1.5.10

College Continuation Rates for High School Seniors Who Received Access College Early (ACE) Scholarships by Gender: 2007–2008 through 2013–2014



Note. See Tables A8.4.a, A8.4.b, A8.4.c, A8.4.d, A8.4.e, A8.4.f, and A8.4.g in Appendix 8 for supporting data. Data sources: Nebraska ACE Scholarship Program records maintained by Nebraska's Coordinating Commission for Postsecondary Education and enrollment records from the National Student Clearinghouse, July 2009, April 2010, March 2011, March 2012, August 2013, April 2014, and August 2015.

College Continuation Rates by Household Income

- As shown in Figure 1.5.11, college continuation rates of ACE scholarship recipients have been higher than, or about equal to, the rates for non-low-income graduates of the state's public high schools.

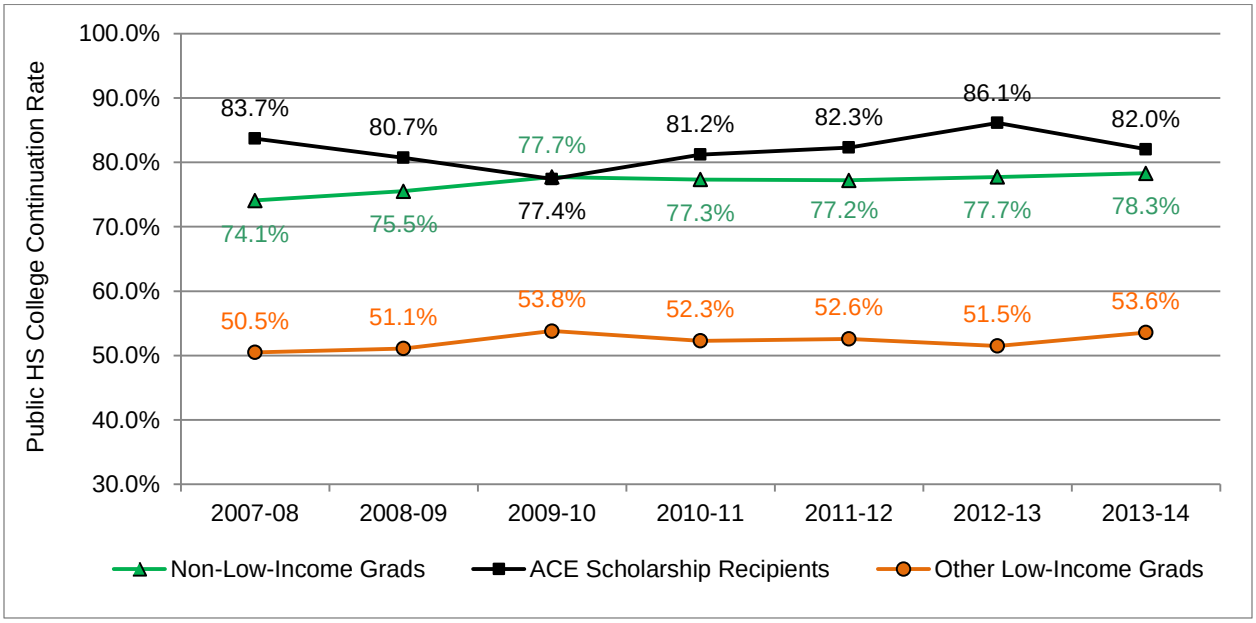
- College continuation rates for ACE scholarship recipients were significantly higher than the college-going rates for other low-income students who graduated from Nebraska's public high schools between 2007–2008 and 2013–2014. [30]

- Specifically, 82.0% of the 2013–2014 public high school seniors who received ACE scholarships continued on to college, compared to 78.3% of their classmates from non-low-income households and 53.6% of the other low-income public high school students who graduated the same year.

[30] To calculate the college continuation rates for other low-income graduates, the recipients of ACE scholarships were assumed to be included among the male and female low-income graduates reported by the Nebraska Department of Education to the Coordinating Commission. The numbers of other low-income graduates were determined by subtracting the numbers of male and female ACE scholarship recipients from the total numbers of male and female low-income graduates reported by the Nebraska Department of Education.

Figure 1.5.11

College Continuation Rates for Public High School Seniors Who Received Access Early (ACE) Scholarships and Other Graduates of Nebraska Public High Schools by Student Income Status: 2007–2008 through 2013–2014



Note. See Tables A8.4.a, A8.4.b, A8.4.c, A8.4.d, A8.4.e, A8.4.f, and A8.4.g in Appendix 8 for supporting data. Data sources: Nebraska ACE Scholarship Program records maintained by Nebraska's Coordinating Commission for Postsecondary Education and enrollment records from the National Student Clearinghouse, July 2009, April 2010, March 2011, March 2012, August 2013, April 2014, and August 2015.

College Continuation Rates by Gender and Household Income

- Females accounted for about two-thirds of the public high school seniors who received ACE scholarships between 2007–2008 and 2013–2014.

- In comparison, females accounted for about half of the low-income and non-low-income students who graduated from Nebraska's public high schools between 2007–2008 and 2013–2014.

- Even though males accounted for about half of all the students who graduated from Nebraska's high schools between 2007–2008 and 2013–2014, fewer males than females continued on to college after high school graduation.

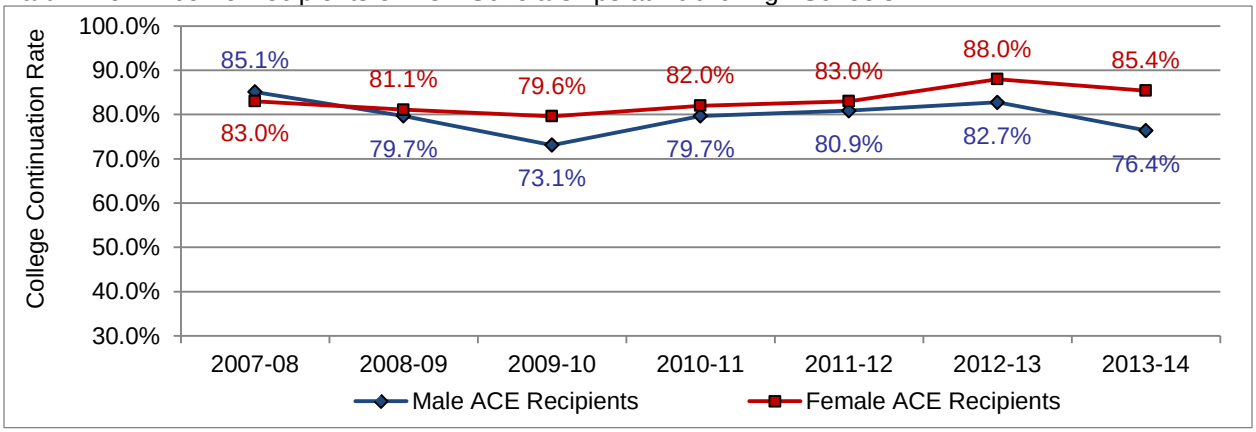
- The three charts constituting Figure 1.5.12 directly compare the college continuation rates of the male and female students within each of the three sub-groups of seniors who graduated from Nebraska's public high schools between 2007–2008 and 2013–2014.

- As shown in Part A of Figure 1.5.12, in 2007–2008, the college continuation rate for the male recipients of ACE scholarships was 2.1 percentage points *higher* than the college continuation rate for female ACE recipients (85.1% vs. 83.0%). For the class of 2013–2014, the college continuation rate for male ACE recipients was 9.0 percentage points *lower* than the rate for female ACE recipients (76.4% vs. 85.4%).

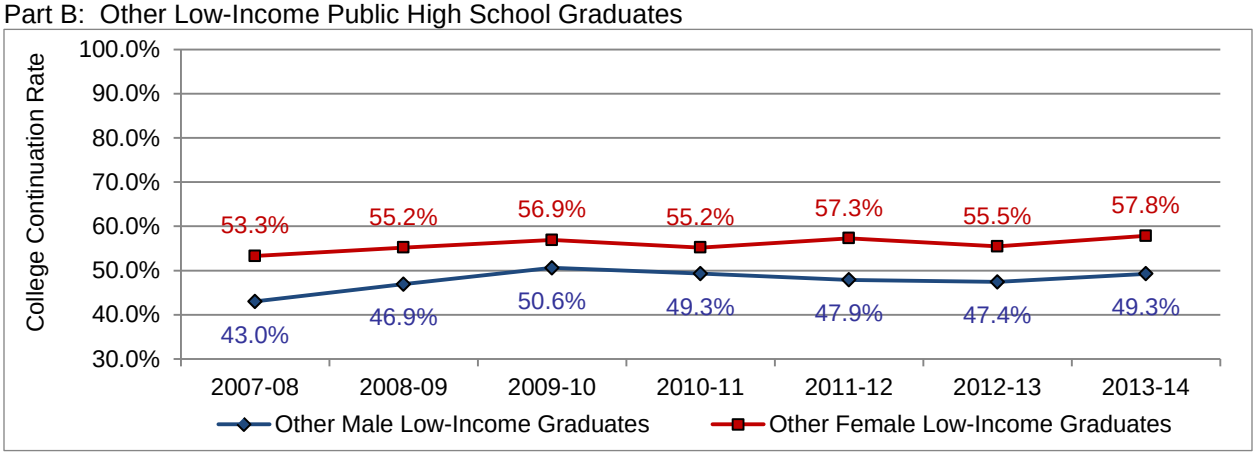
Figure 1.5.12

College Continuation Rates for Public High School Seniors Who Received Access College Early (ACE) Scholarships and Other Graduates of Nebraska Public High Schools by Student Income Status and Gender: 2007–2008 through 2013–2014

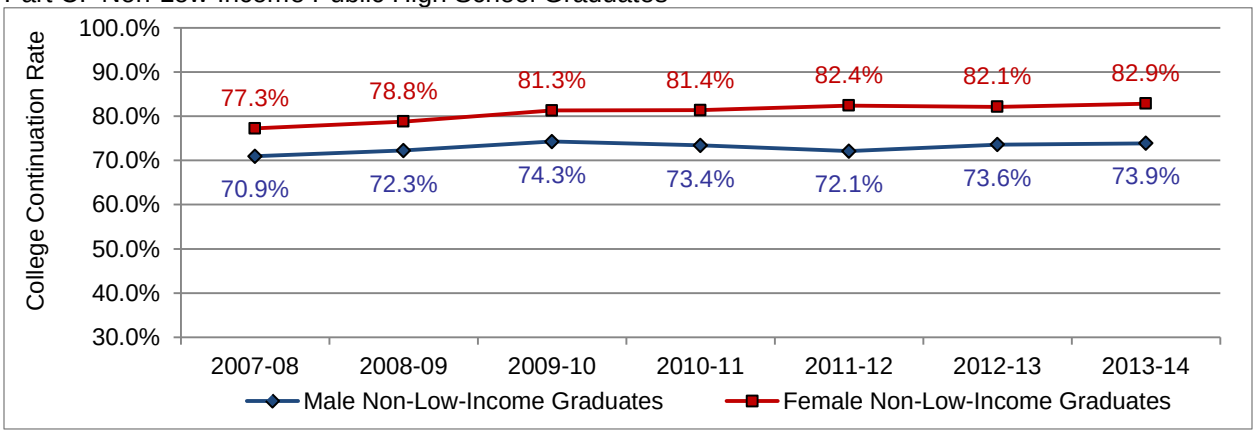
Part A: Low-Income Recipients of ACE Scholarships at Public High Schools



Part B: Other Low-Income Public High School Graduates



Part C: Non-Low-Income Public High School Graduates



Note. See Tables A8.4.a, A8.4.b, A8.4.c, A8.4.d, A8.4.e, A8.4.f, and A8.4.g in Appendix 8 for supporting data. Data sources: Nebraska ACE Scholarship Program records maintained by Nebraska's Coordinating Commission for Postsecondary Education and enrollment records from the National Student Clearinghouse, July 2009, April 2010, March 2011, March 2012, August 2013, April 2014, and August 2015.

- As evidenced in Part B of Figure 1.5.12, the college-going rate for other low-income females in the class of 2007–2008 was 53.3%, or 10.3 percentage points higher than the 43.0% college-going rate for other low-income males. For the class of 2013–2014, the gap between males and females from other low-income households had dropped to 8.5 percentage points, with 57.8% of the females going on to college, compared to 49.3% of the males.

- As shown in Part C of Figure 1.5.12, the college-going rate for female graduates from non-low-income households was 6.4 percentage points higher than the college continuation rate for non-low-income males for the class of 2007–2008 (77.3% vs. 70.9%). For the non-low-income graduates from the class of 2013–2014, the college continuation rate for females was 9.0 percentage points higher than the college continuation rate for males (82.9% vs. 73.9%).

- College continuation rates for both male and female ACE scholarship recipients from 2007–2008 to 2012–2013 were significantly higher than the comparable college-going rates for male and female graduates from other low-income households.

- Male and female ACE scholarship recipients have had higher college-going rates than their male and female classmates from non-low-income households, with the exception of the ACE scholarship recipients in 2009–2010.

- *Male and female recipients of ACE scholarships consistently continue on to college at rates that are higher than, or close to, the college-going rates of their non-low-income classmates.* However, the consistent gap between the college-going rates of male and female graduates, regardless of scholarship availability or household income, suggests other factors need to be identified and addressed to increase the college-going rates of the young men who graduate from Nebraska's public high schools.

2014 ACE Scholarship Recipient Survey

While the college continuation rates for ACE scholarship recipients are over 50% higher than the rates for other low-income Nebraska public high school graduates, not all ACE recipients continue on to college. Between 2007–2008 and 2012–2013, 5,283 high school seniors received ACE scholarships and 4,360 continued on to college within a year of high school graduation according to the National Student Clearinghouse (NSC). In other words, 923 of the students who received an ACE scholarship during their senior year of high school did not continue on to college.

To gain insight into why recipients sometimes do not continue on to college, the 2014 ACE Scholarship Recipient Survey was conducted by the Coordinating Commission. Students who received one or more ACE scholarships while seniors during the academic years of 2011–2012 or 2012–2013, and did not continue on to college within one year of high school graduation, were surveyed.

A total of 89 students completed the survey (response rate = 29.0%). Surprisingly, 49 respondents reported they had continued on to college within a year of their high school graduation. Specifically, 67.2% of the 2011–2012 respondents and 33.3% of the 2012–2013 respondents reported continuing on to college within one year of their high school graduation, despite the fact that NSC data indicated that none of these students continued on to college within one year of high school graduation. The impact of this is that rather than having a college-going rate of 84.4% for the combined cohorts, the survey results show that the actual college-going rate was at least 86.9%.

While National Student Clearinghouse data is not perfect (not all postsecondary institutions are required to submit data to NSC, both students and schools can put directory blocks on their information at the NSC, and data matching issues sometimes arise because of name misspellings/birth date errors), their coverage is estimated to be 95%. It is suspected that many of the ACE recipients failed to match because of name misspellings and/or birth date errors. Beginning with the 2012–2013 academic year, the Commission converted its ACE Scholarship application from a paper form to an online form, and it appears as though this change has helped to reduce matching errors attributable to data entry errors.

The college continuation rates presented in the preceding portion of this report were not corrected to account for ACE recipients who stated they had continued on to college for two reasons. First, these were self-reports of continuing on to college and were not verified with the postsecondary institutions. Second, the survey was conducted with only two out of six senior classes. Altering college continuation rates for these two classes would make trend analyses invalid.

Some other important findings of the study include:

- For the 2011–2012 cohort, an additional eight respondents reported continuing on to college within one to two years after high school graduation. (Since the survey was conducted in the summer of 2014, it is unknown how many of the 2012–2013 cohort continued on to college within one to two years of high school graduation.)

- 93.1% agreed (33.3%) or strongly agreed (59.8%) that dual-enrollment was beneficial.

- 87.5% felt prepared (53.4%) or very prepared (34.1%) to take college-level courses when they graduated from high school.

- For respondents who had not yet continued on to college, 93.5% stated that completing a college degree is a goal of theirs.

The ACE Plus Scholarship Program

The ACE Plus scholarship program was initiated by the Commission in 2011–2012 to provide assistance to first- and second-year college students who were Access College Early (ACE) scholarship recipients prior to graduating from high school.

To be eligible for the first-year award, a student must have:

- Received an ACE scholarship;
- Received a GPA of 2.0 or better on a 4.0 scale for all completed ACE-funded courses taken while in high school; and
- Enrolled in a postsecondary educational institution as a full-time student

To be eligible for the second-year award, a student must have:

- Met all the requirements for a first-time award (above); and
- Received a GPA of 2.0 or better on a 4.0 scale during the first year of college

ACE Plus Funding

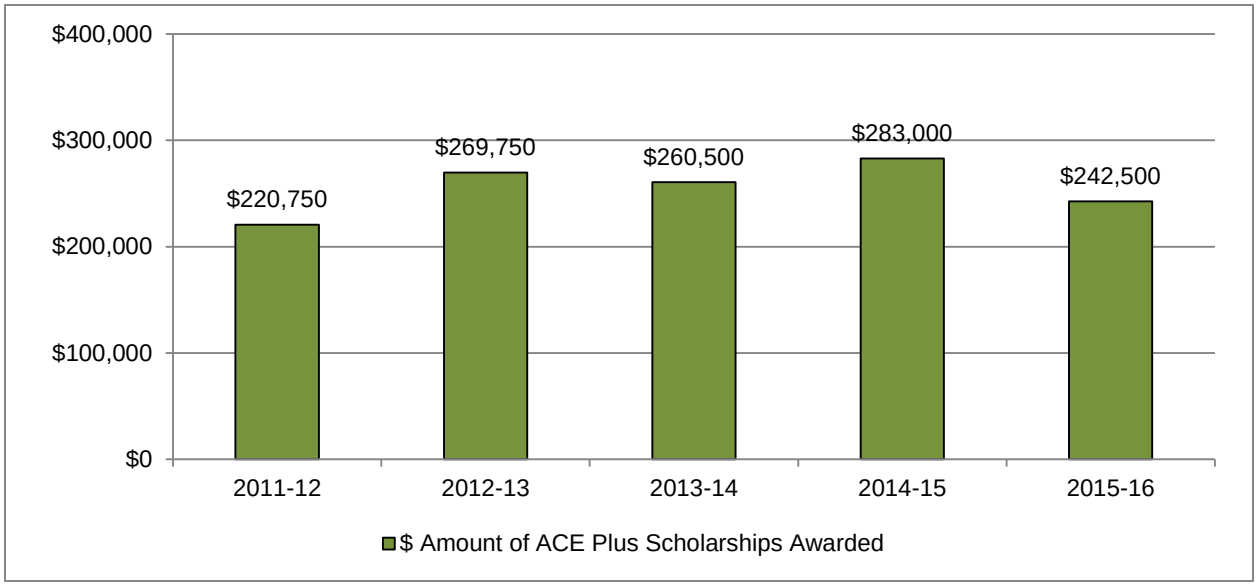
- The ACE Plus scholarship was initially funded with $223,000 of a federal College Access Challenge Grant (CACG). Of the $223,000, a total of $220,750 was awarded in scholarships for the 2011–2012 academic year (see Figure 1.5.13).

- For 2015–2016, $242,500 in federal CACG funding was awarded for ACE Plus scholarships. No funding is available for the ACE Plus program in 2016–2017.

- For the 2011–2012 academic year, awards for first-year college students were $500, while second-year students received awards of $1,250. Since 2012–2013, awards for first-year college students were still $500, but the scholarships for second-year students were reduced to $1,000 so that ACE Plus scholarships could be awarded to more students.

Figure 1.5.13

Amount Awarded for ACE Plus Scholarships for 2011–2012 through 2015–2016



Data source: Nebraska's Coordinating Commission for Postsecondary Education, November 2015.

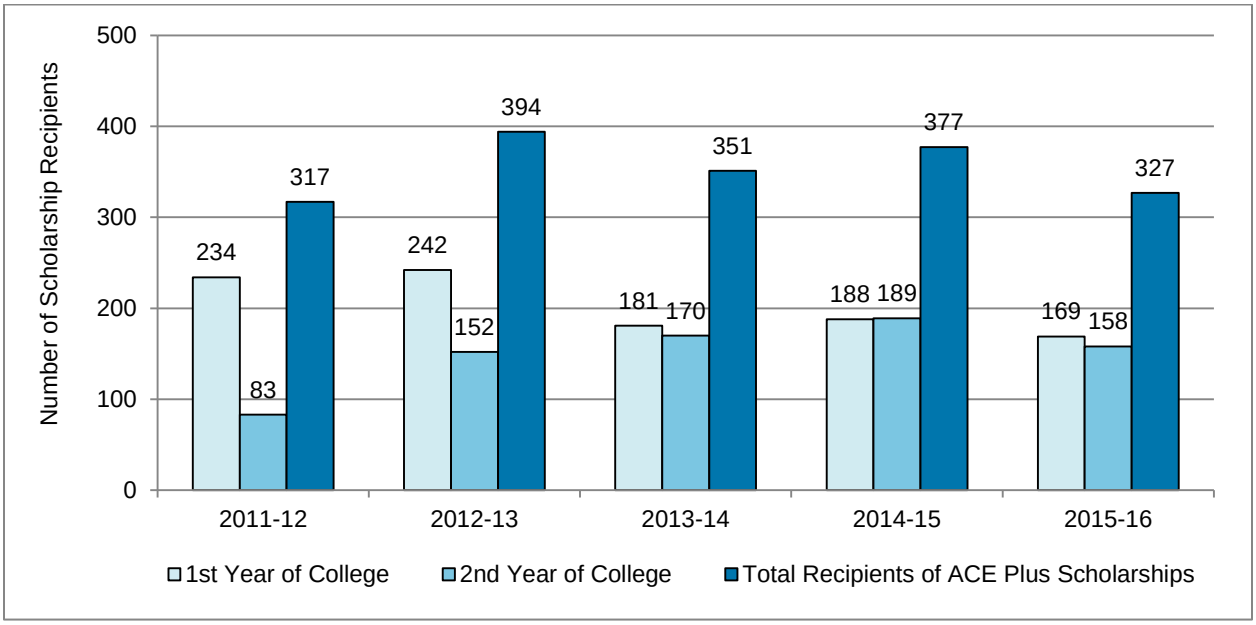
ACE Plus by Year in College

- As shown in Figure 1.5.14, a total of 317 ACE Plus scholarships were awarded for the 2011–2012 academic year. Of the 317 scholarships awarded, 234 (73.8%) went to first-year students and 83 (26.2%) were awarded to second-year students.

- Of the 327 scholarships awarded for 2015–2016, 169 (51.7%) were awarded to first-year students, while second-year students received 158 (48.3%) of ACE Plus scholarships.

Figure 1.5.14

Recipients of ACE Plus Scholarships by Year in College
2011–2012 through 2015–2016



Note. See Table A8.5 in Appendix 8 for supporting data. Data source: Nebraska's Coordinating Commission for Postsecondary Education, November 2015.

ACE Plus by Student GPA

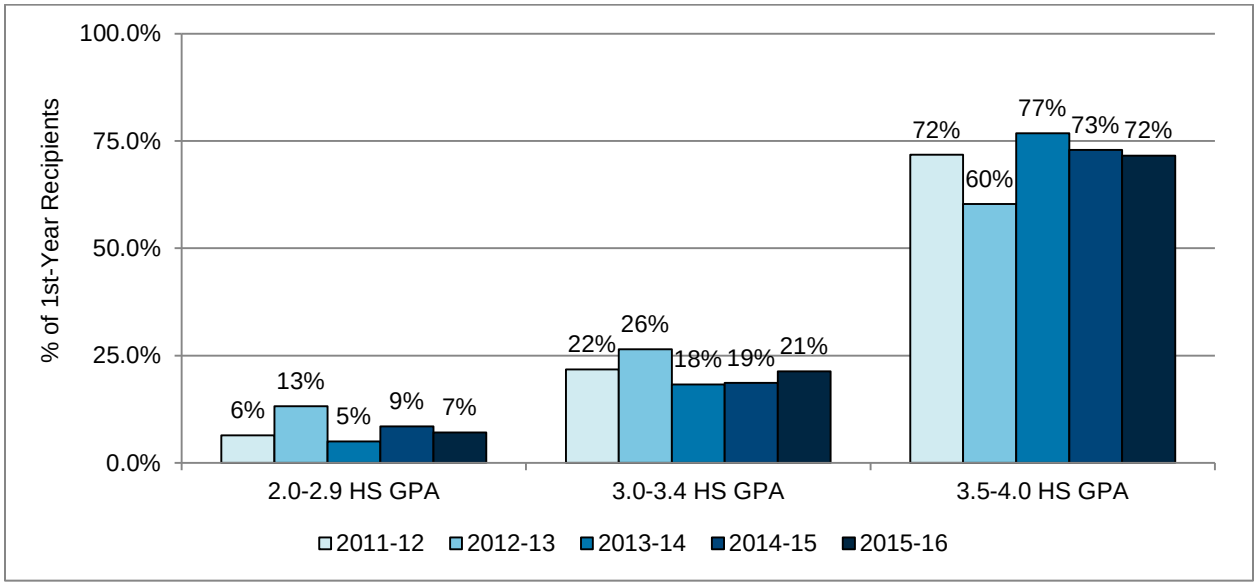
- The academic success of the students who received ACE Plus scholarships is illustrated in Figure 1.5.15 and Figure 1.5.16.

- Since inception of the ACE Plus program in 2011–2012, more than 85% of the students who received ACE Plus scholarships for their first year of college reported a high school grade-point average (GPA) of 3.0 or higher, and at least 60% reported a GPA between 3.5 and 4.0. (See Figure 1.5.15.)

- In addition, since the program began in 2011–2012, over 80% of students who received ACE Plus scholarships for their second year of college finished their first year in college with a GPA of 3.0 or higher. Roughly 50% or more earned first year GPAs in the range of 3.5 to 4.0. (See Figure 1.5.16.)

Figure 1.5.15

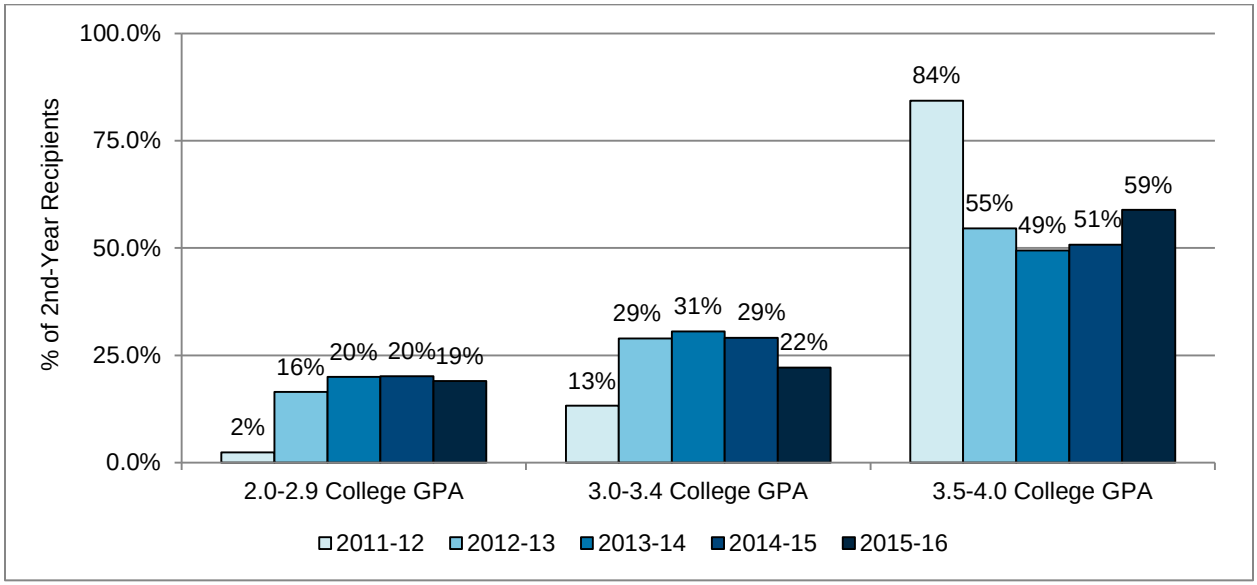
High School Grade-Point Average (GPA) of Students Who Received ACE Plus Scholarships for Their First Year of College 2011–2012 through 2015–2016



Note. High school GPA is equal to the student's unweighted high school GPA, unless the student's transcript only contained a weighted GPA. GPAs greater than 4.0 were rounded to 4.0. For 2011–12, 2012–13, and 2013–14: high school GPA was self-reported by the student at the time of his/her ACE Plus application. For 2014–15 and 2015–16: high school GPA was obtained by Commission staff from the student's unofficial high school transcript. See Table A8.5 in Appendix 8 for supporting data. Data source: Nebraska's Coordinating Commission for Postsecondary Education, November 2015.

Figure 1.5.16

Freshmen Year (College) Grade-Point Average (GPA) of Students Who Received ACE Plus Scholarships for Their Second Year of College 2011–2012 through 2015–2016



Note. College GPA was obtained by Commission staff from the student's unofficial college transcript. See Table A8.5 in Appendix 8 for supporting data. Data source: Nebraska's Coordinating Commission for Postsecondary Education, November 2015.

ACE Plus by In-State and Out-of-State and by Sector within Nebraska

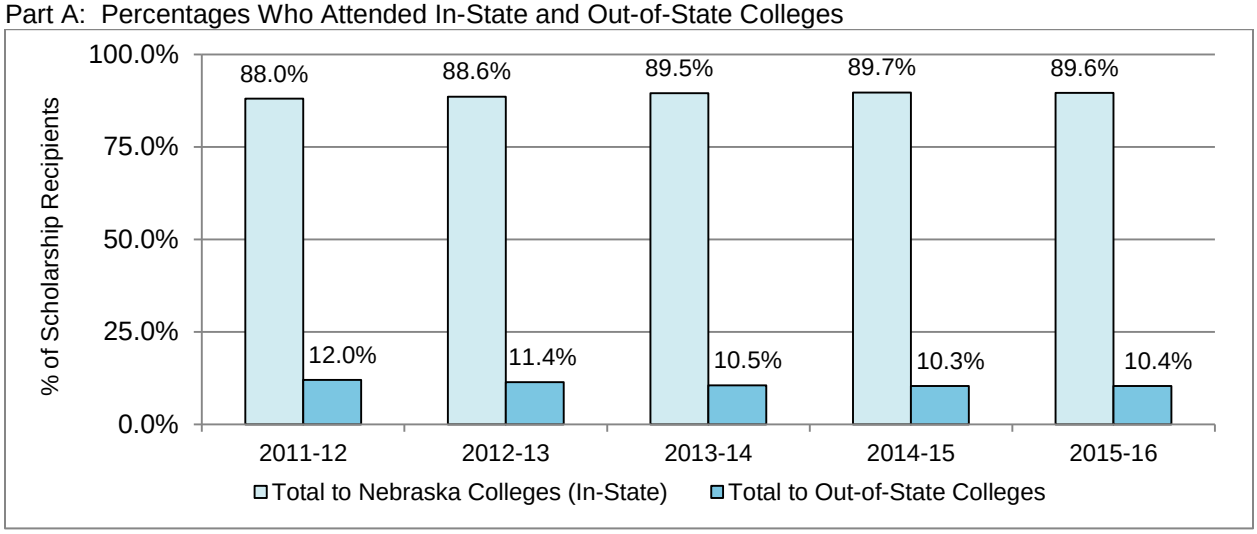
- As shown in Figure 1.5.17, 89.6% of the ACE Plus scholarship recipients went to college in Nebraska in 2015–2016, while 10.4% attended out-of-state schools. (The federal funds that support this program cannot be restricted to students attending in-state institutions.)

- In 2015–2016, of the 293 ACE Plus recipients who attended Nebraska colleges, 56% attended institutions constituting the University of Nebraska, 11% enrolled at Nebraska's state colleges, 17% attended Nebraska's community colleges, 17% went to independent (not-for-profit) schools and 0% attended for-profit/career schools.

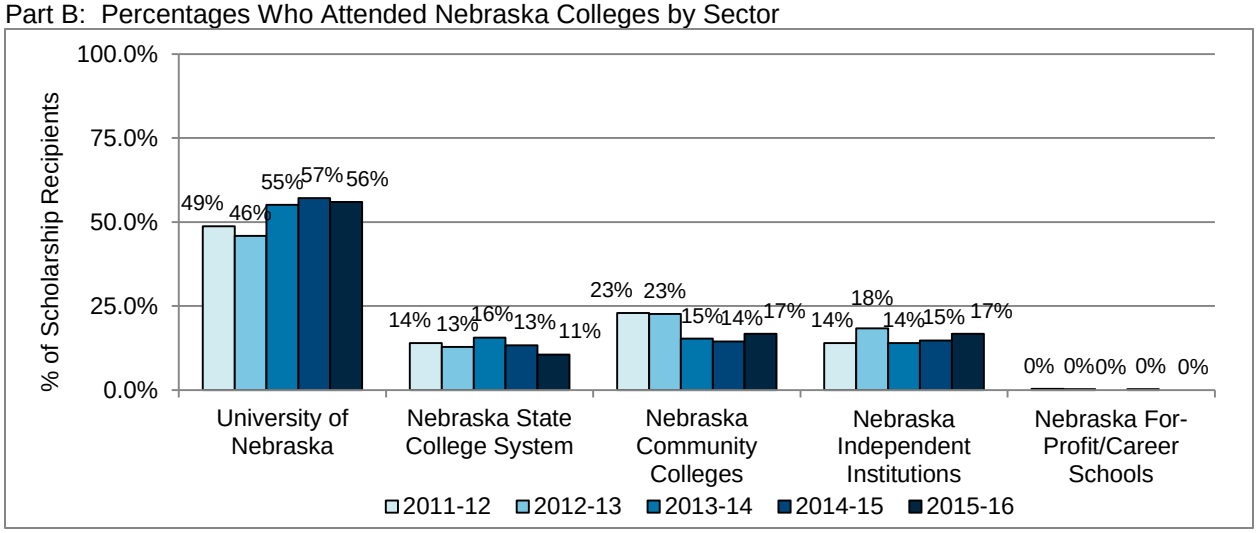
Figure 1.5.17

ACE Plus Scholarship Recipients Who Attended Nebraska and Out-of-State Institutions 2011–2012 through 2015–2016

Part A: Percentages Who Attended In-State and Out-of-State Colleges



Part B: Percentages Who Attended Nebraska Colleges by Sector



Note. See Table A8.5 in Appendix 8 for supporting data. Data source: Nebraska's Coordinating Commission for Postsecondary Education, November 2015.

ACE Plus by Gender and Race/Ethnicity

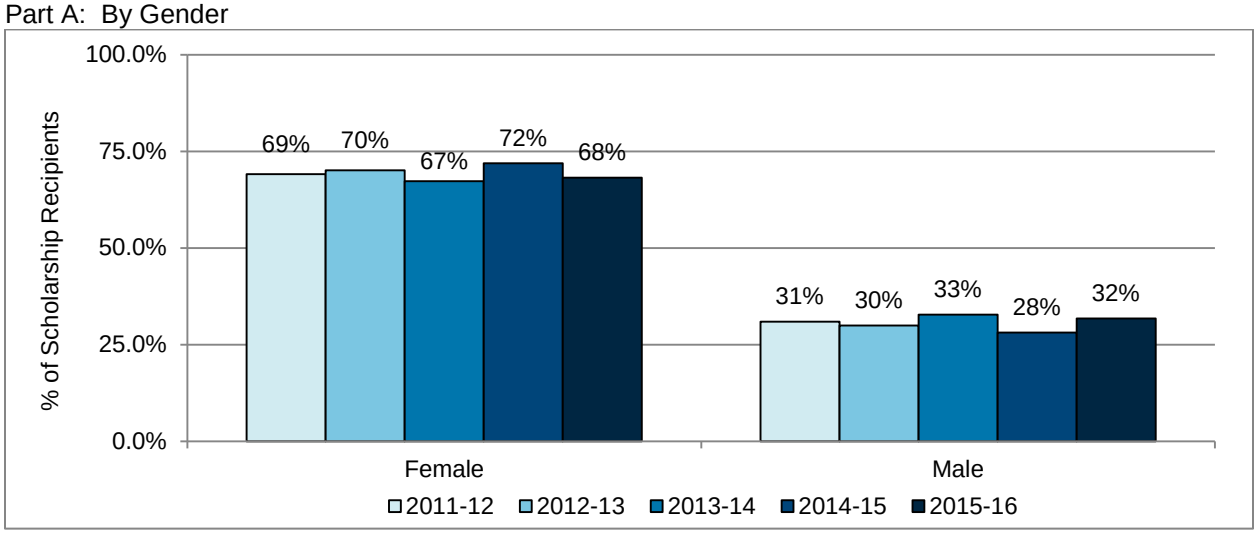
- As shown in Figure 1.5.18, 68% of the 2015–2016 ACE Plus scholarships were awarded to females.

- 69% of the ACE Plus scholarships were awarded to white non-Hispanics in 2015–2016, while the remaining 31% of the ACE Plus scholarships were awarded to minority students.

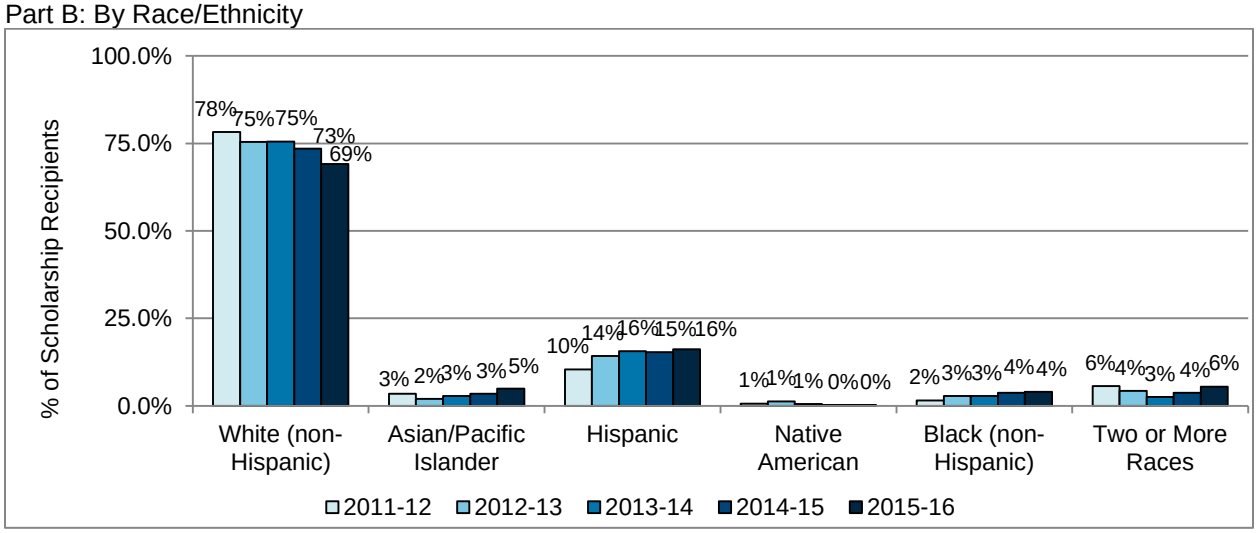
Figure 1.5.18

ACE Plus Scholarship Recipients by Gender and Race/Ethnicity
2011–2012 through 2015–2016

Part A: By Gender



Part B: By Race/Ethnicity



Note. See Table A8.5 in Appendix 8 for supporting data. Data source: Nebraska's Coordinating Commission for Postsecondary Education, November 2015.

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Section 2

Increasing College Retention and Graduation Rates

Priority 2. Increase the percentage of students who enroll and successfully complete a degree.

The second priority recommended by the 2003 LR 174 Task Force is to increase the percentage of students who enroll, persist, and successfully complete a degree. To achieve this goal, the LR 174 Task Force concluded that Nebraska's postsecondary education system must (1) decrease the percentage of students who fail to persist beyond their first year(s) of enrollment, (2) increase the percentage of students who complete associate degrees within three years and baccalaureate degrees within six years, and (3) expand upon and strengthen existing associate degree to baccalaureate degree transfer programs.

To monitor the extent to which the first and second strategic objectives are being achieved, this section focuses primarily on freshmen retention rates and college graduation rates that are based on data collected through the Integrated Postsecondary Education Data System (IPEDS), maintained by the National Center for Education Statistics (NCES) in the U.S. Department of Education. In addition, the Coordinating Commission analyzes the transfer rates based on IPEDS data for Nebraska's six community colleges.

Retention rate: The rate at which students persist in their educational program at an institution. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. Retention rates are reported for full-time and part-time students.

Graduation rate: The total number of completers within 150% of normal time divided by the adjusted cohort. Graduation rates are only available for full-time, first-time freshmen.

Transfer-out rate: Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the adjusted cohort. Transfer-out rates are only available for full-time, first-time freshmen. Note that IPEDS data are not available to determine if transfer students persist in their studies and graduate from the institutions to which they transfer. In this report, the terms transfer-out rate and transfer rate are used interchangeably.

Cohorts for retention rates, graduation rates, and transfer rates are adjusted for allowable exclusions.[31]

The NCES is the best available source of data for monitoring the retention and graduation rates of institutions on an annual basis and over time, either by institution or by sector. However, the retention and graduation rates that are calculated using data collected through IPEDS are for first-time freshmen who continue their studies at the same institution where they started college. This type of student represents a decreasing percentage of postsecondary students. Consequently, a statewide analysis of retention and graduation rates

[31] For the Graduation Rates, Outcome Measures, and Fall Enrollment retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.

based on NCES-IPEDS data does not provide any information about the persistence or graduation rates of a significant number of Nebraska college students who transfer to other institutions to continue their studies, including students who start college in the academic transfer programs offered by Nebraska's community colleges and then transfer to four-year schools to earn bachelor's degrees.

Another limitation of the currently available transfer data is that not all institutions are required to report the number of full-time, first-time freshmen who transfer to other schools. As a result, it is impossible to compute a statewide transfer rate that is comparable to Nebraska's statewide graduation rate. However, beginning with the 2010–2011 academic year, all six of Nebraska's community colleges have reported the number of students in their full-time, first-time freshmen cohorts who transferred to other schools. Resulting transfer rates for these schools are reported at the end of Section 2.2 on college graduation and transfer rates based on IPEDS data.

In addition to reporting the latest available retention, graduation, and transfer rates based on NCES-IPEDS data, this section of the *Progress Report* includes information about graduation and persistence rates obtained from research conducted by the National Student Clearinghouse Research Center. Using Clearinghouse data, six-year student outcomes based on national cohorts of degree-seeking, first-time freshmen were analyzed by state as well as for the United States as a whole. As a result, it provides additional information about the graduation and persistence rates of students who have started college at two-year colleges, four-year public institutions, and four-year private nonprofit institutions in Nebraska.

The research conducted by the National Student Clearinghouse Research Center is not without limitations. However, the research encompasses part-time students as well as full-time students, and includes students who transferred to other institutions before completing their programs of study. Including these students overcomes important limitations of the analyses that are based only on NCES-IPEDS data. In overcoming these limitations, the research conducted by the Clearinghouse provides previously unavailable information about graduation and persistence rates. Consequently, this information, presented in Section 2.3, should be of interest to public policy makers and administrators of postsecondary institutions in Nebraska.

2.1 Freshmen Retention Rates (Based on IPEDS Data)

Increase the percentage of students who persist beyond their first year(s) of enrollment.

The following analysis of freshmen retention rates is based on data reported by Nebraska institutions to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS), beginning in fall 2004. The NCES defines a retention rate as the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. Separate retention rates are reported by institutions for their full-time and part-time students.

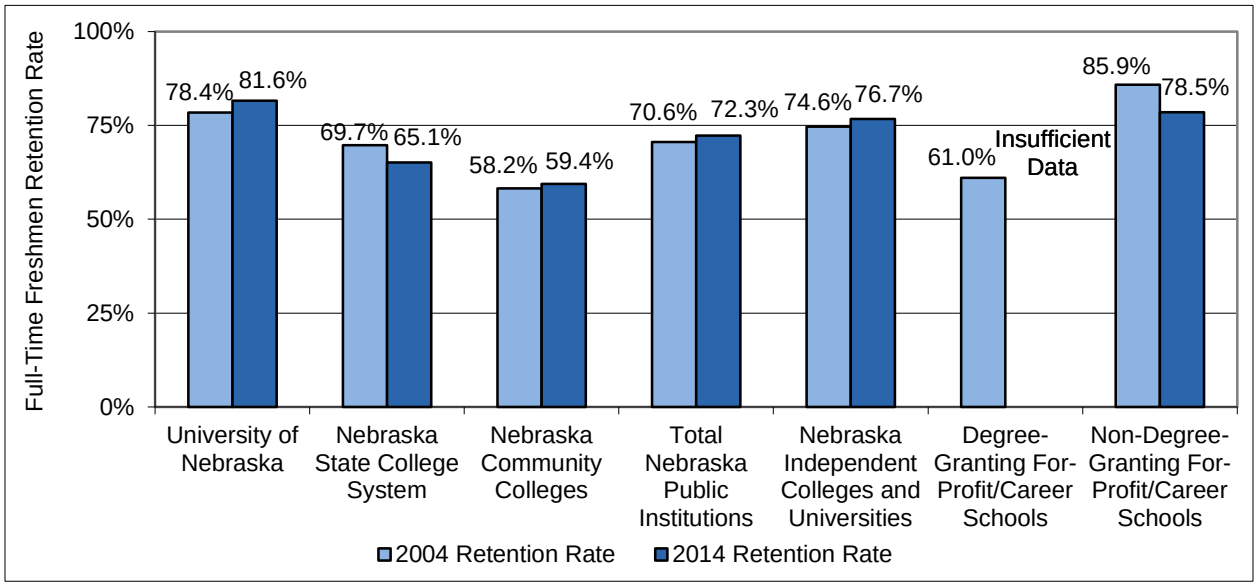
The latest available data to compare to fall 2004 freshmen retention rates are for fall 2014. Retention rates for fall 2015 will not be available until mid-2016 and will be reported in the *2017 Progress Report.*

Full-Time Freshmen Retention Rates by Sector and Institution

Figure 2.1.1 shows that full-time freshmen retention rates for the Nebraska State College System and the non-degree-granting career schools were lower in fall 2014 than they were in fall 2004. For the remaining sectors, full-time retention rates were higher in fall 2014 than they were in fall 2004 or data are not sufficient to compute a sector retention rate for fall 2014.

Figure 2.1.1

Full-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector Fall 2014 Compared to Fall 2004 Baseline



Note. See Table A9.1 in Appendix 9 for supporting data. Data source: U.S. Department of Education, National Center for Education Statistics, IPEDS fall 2004 and 2014 surveys.

- The overall full-time retention rate for the degree-granting, for-profit schools was 61.0% in fall 2004. However, data are insufficient to calculate an equivalent rate for fall 2014 because only three of the schools in this sector reported full-time retention rates for fall 2014 that are comparable to the rates reported for fall 2004. See the footnotes for Table A9.1 in Appendix 9 for more details.

- The net effect of these changes in sector rates was that the estimated overall full-time retention rate for the three public sectors increased 1.7 percentage points, from 70.6% in fall 2004 to 72.3% in fall 2014, while the rate for all institutions in Nebraska, excluding the degree-granting, for-profit schools, increased 1.1 percentage points, from 72.1% in fall 2004 to 73.2% in fall 2014.

- See Table A9.1 in Appendix 9 for data related to the calculated sector and state retention rates for full-time freshmen. See Table A9.4 in Appendix 9 for the full-time retention rates by institution and sector for fall 2004 and fall 2014.

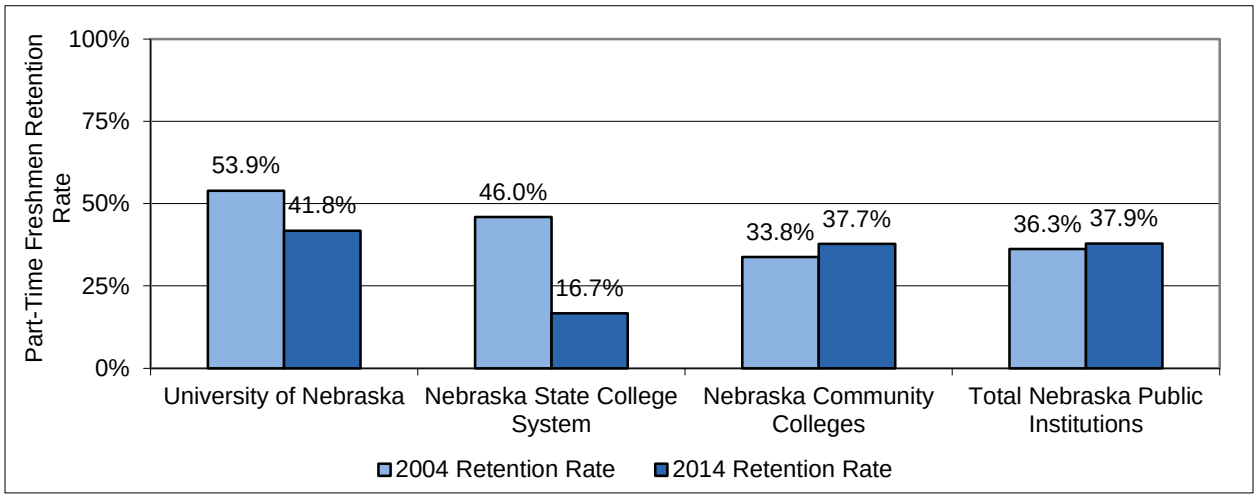
Part-Time Freshmen Retention Rates by Sector and Institution

Figure 2.1.2 shows that the part-time freshmen retention rate for the Nebraska State College System was much lower in fall 2014 than in fall 2004. The University of Nebraska's fall 2014 part-time retention rate was also noticeably lower than in fall 2004. Nebraska's community colleges' part-time retention rate was slightly higher in fall 2014 than in fall 2004.[32]

- Due to insufficient data from institutions in the independent and for-profit sectors, an overall part-time retention rate for the state cannot be computed for these sectors. However, it can be estimated that the overall part-time retention rate for the three public sectors—the University of Nebraska, the Nebraska State College System and Nebraska's community colleges—increased 1.6 percentage points, from 36.3% in fall 2004 to 37.9% in fall 2014.

Figure 2.1.2

Part-Time Freshmen Retention Rates of Nebraska Postsecondary Institutions by Sector Fall 2014 Compared to Fall 2004 Baseline



Note. The schools in the independent and for-profit sectors did not provide sufficient data to calculate part-time

[32] The Nebraska State College System and the University of Nebraska reported small numbers of part-time first-time freshmen in fall 2003 and fall 2013 compared to Nebraska's community colleges. Fall 2003: NSCS = 62; NU = 174; CCs = 1,505. Fall 2013: NSCS = 12; NU = 134; CCs = 1,669.

retention rates for these sectors or for the state. See Table A9.2 in Appendix 9 for supporting data. Data source: U.S. Department of Education, National Center for Education Statistics, IPEDS fall 2004 and 2014 surveys.

- Retention rates for part-time students in all sectors are much lower than those for full-time students.

- See Table A9.2 in Appendix 9 for data related to the calculated sector rates for part-time freshmen and Table A9.5 in Appendix 9 for part-time retention rates by institution.

Nebraska Freshmen Retention Rates Compared to Those of Other States

The charts in this section show the fall 2014 overall freshmen retention rates for full-time and part-time freshmen enrolled at Nebraska's public four-year colleges and universities and Nebraska's six community colleges, compared to the retention rates for other states and the nation. (See Table A9.3 in Appendix 9 for supporting data.)

Retention Rates for Public Four-Year Institutions

Figure 2.1.3 and Figure 2.1.4 reveal that the 2014 retention rates for full-time and part-time freshmen enrolled at Nebraska's public four-year institutions were below the corresponding national averages.

- As shown in Figure 2.1.3, the overall full-time retention rate for Nebraska's public four-year institutions—the University of Nebraska at Kearney, the University of Nebraska-Lincoln, the University of Nebraska at Omaha, and the three institutions in the Nebraska State College System—was 79.0% in fall 2014, compared to a 80.8% retention rate for the nation.

- Since 2005, when national comparisons became available, Nebraska's full-time retention rate for public four-year institutions has decreased 0.4 percentage point while the corresponding national rate increased 3.1 percentage points (see Figure 2.1.5).

- Nebraska's 2014 full-time retention rate for public four-year institutions was the 26th highest in the nation.

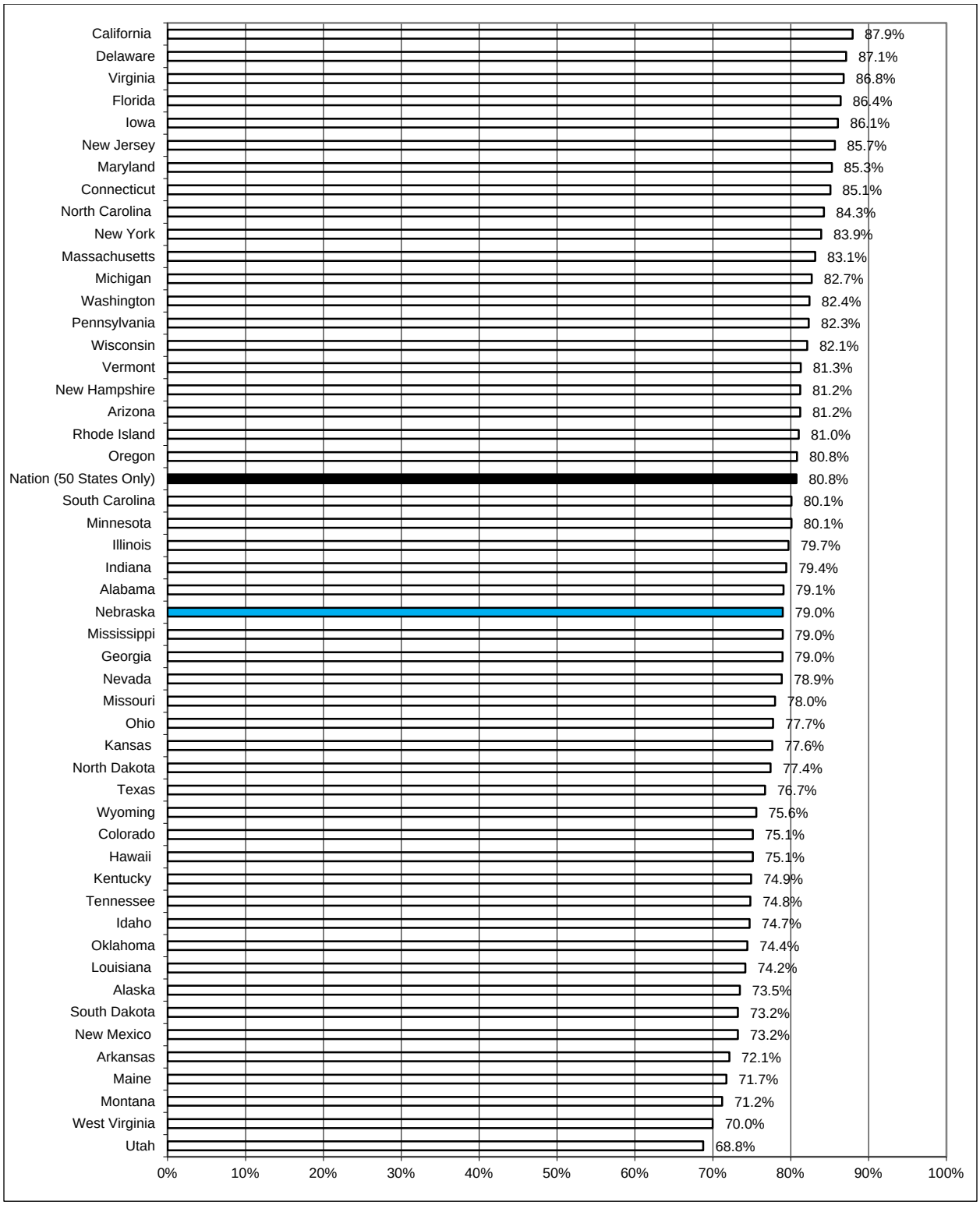
- As shown in Figure 2.1.4, the overall part-time retention rate for Nebraska's public four-year institutions was 39.7% in fall 2014, compared to the national average of 52.5%.

- Since 2005, Nebraska's part-time retention rate for public four-year institutions has decreased 12.2 percentage points while the corresponding national rate increased 3.9 percentage points (see Figure 2.1.6).

- Nebraska's 2014 part-time retention rate for public four-year institutions was the 44th highest in the nation.

Figure 2.1.3

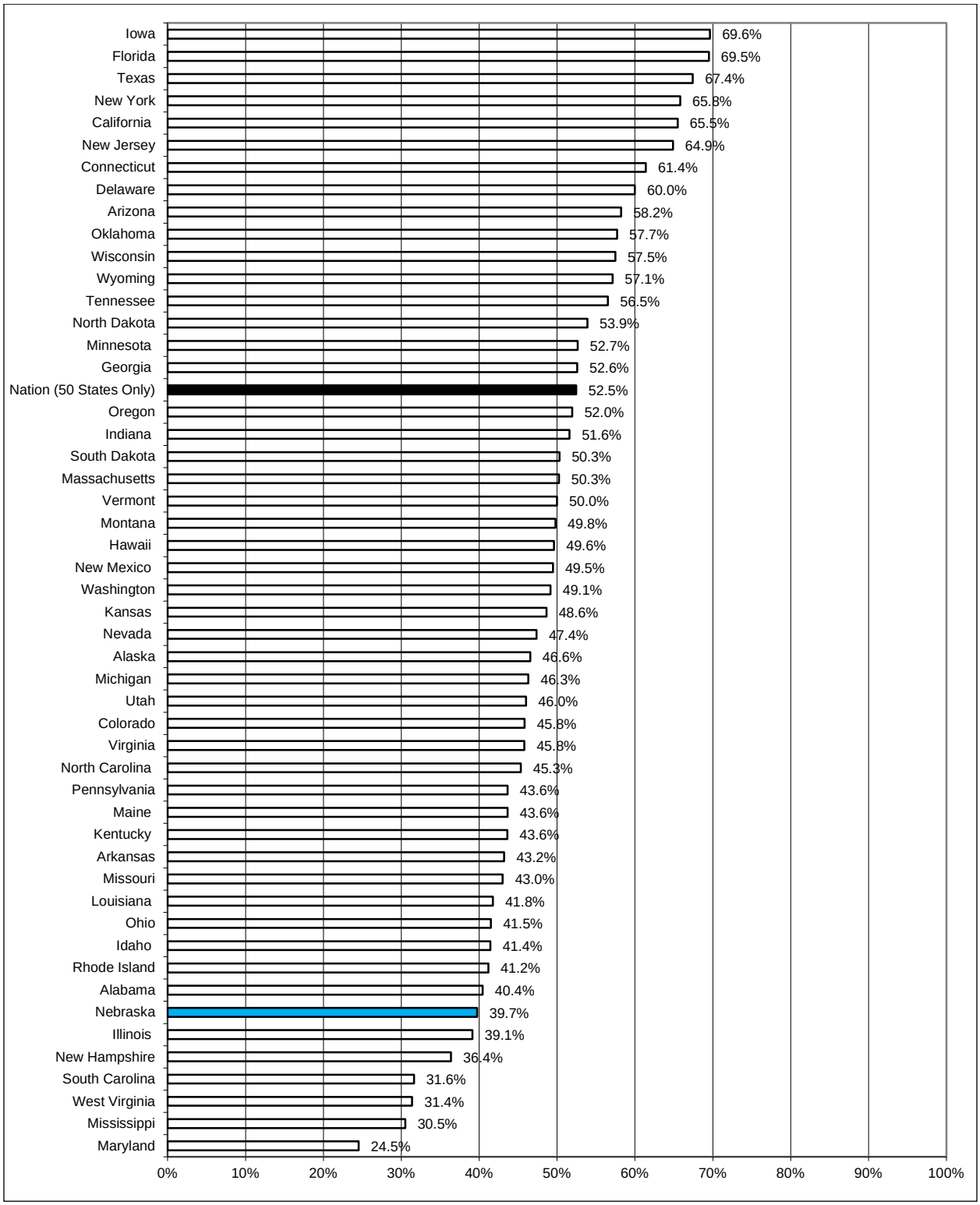
2014 Full-Time Freshmen Retention Rates for Four-Year Public Institutions by State



Data source: National Center for Education Statistics, IPEDS fall 2014 survey. Commission analysis of data downloaded using the IPEDS cutting tool, January 29, 2016 (before imputation).

Figure 2.1.4

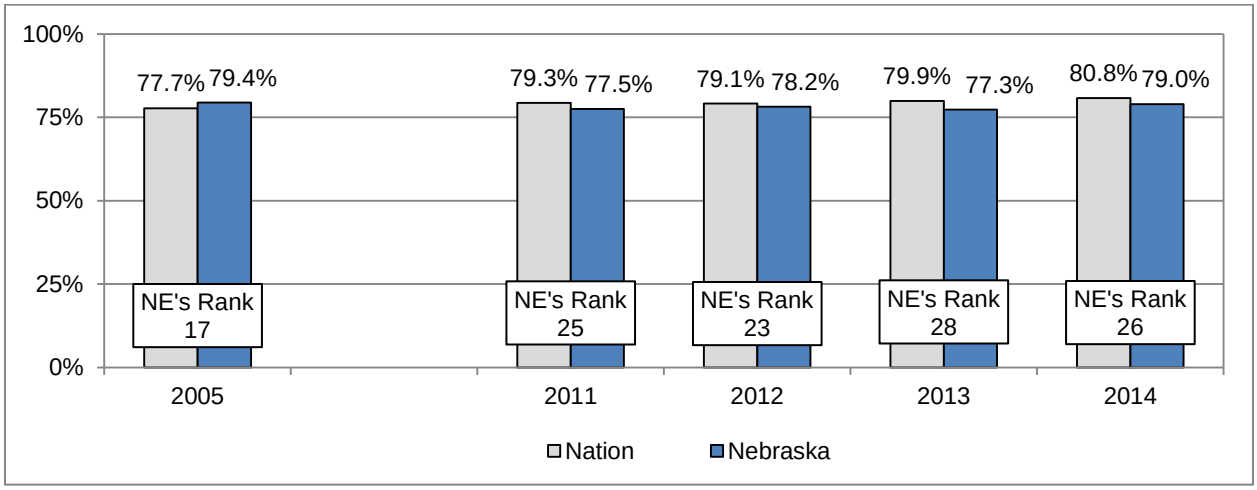
2014 Part-Time Freshmen Retention Rates for Four-Year Public Institutions by State



Data source: National Center for Education Statistics, IPEDS fall 2014 survey. Commission analysis of data downloaded using the IPEDS cutting tool, January 29, 2016 (before imputation).

Figure 2.1.5

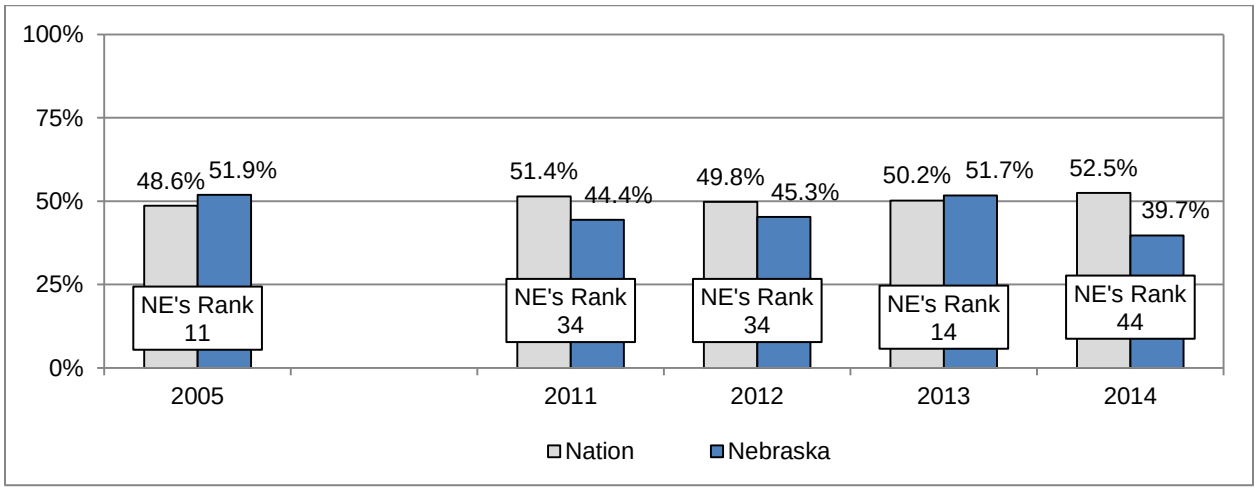
Full-Time Freshmen Retention Rates for Four-Year Public Institutions for Nebraska and the United States 2011 Through 2014 Compared to 2005



Data source: National Center for Education Statistics, IPEDS fall 2014 survey. Commission analysis of data downloaded using the IPEDS cutting tool, January 29, 2016 (before imputation).

Figure 2.1.6

Part-Time Freshmen Retention Rates for Four-Year Public Institutions for Nebraska and the United States 2011 Through 2014 Compared to 2005



Data source: National Center for Education Statistics, IPEDS fall 2014 survey. Commission analysis of data downloaded using the IPEDS cutting tool, January 29, 2016 (before imputation).

Retention Rates for Public Two-Year Institutions

Figure 2.1.7 through Figure 2.10 compare the overall full-time and part-time freshmen retention rates for Nebraska's six community colleges to the state and national rates for all two-year public colleges. These colleges include publicly supported tribal colleges and technical colleges, as well as community colleges. Consequently, retention data for the Nebraska College of Technical Agriculture at Curtis (NCTA-Curtis) and the Nebraska Indian Community College (NICC), which is federally supported, are included in the computation of the national full-time and part-time retention rates for all two-year public colleges. Data for the NCTA-Curtis and the NICC are not included in the calculation of the full-time retention rate for Nebraska's six community colleges shown in Figure 2.1.7 through Figure 2.1.10.

- As shown in Figure 2.1.7, the overall full-time retention rate for Nebraska's community colleges was 59.4% in fall 2014, compared to a 60.3% retention rate for the nation.

- Since 2005, Nebraska's full-time retention rate for Nebraska's community colleges has decreased 2.1 percentage points while the corresponding national rate increased 2.0 percentage points (see Figure 2.1.9).

- Nebraska's 2014 full-time retention rate for the community colleges was the 21st highest in the nation.

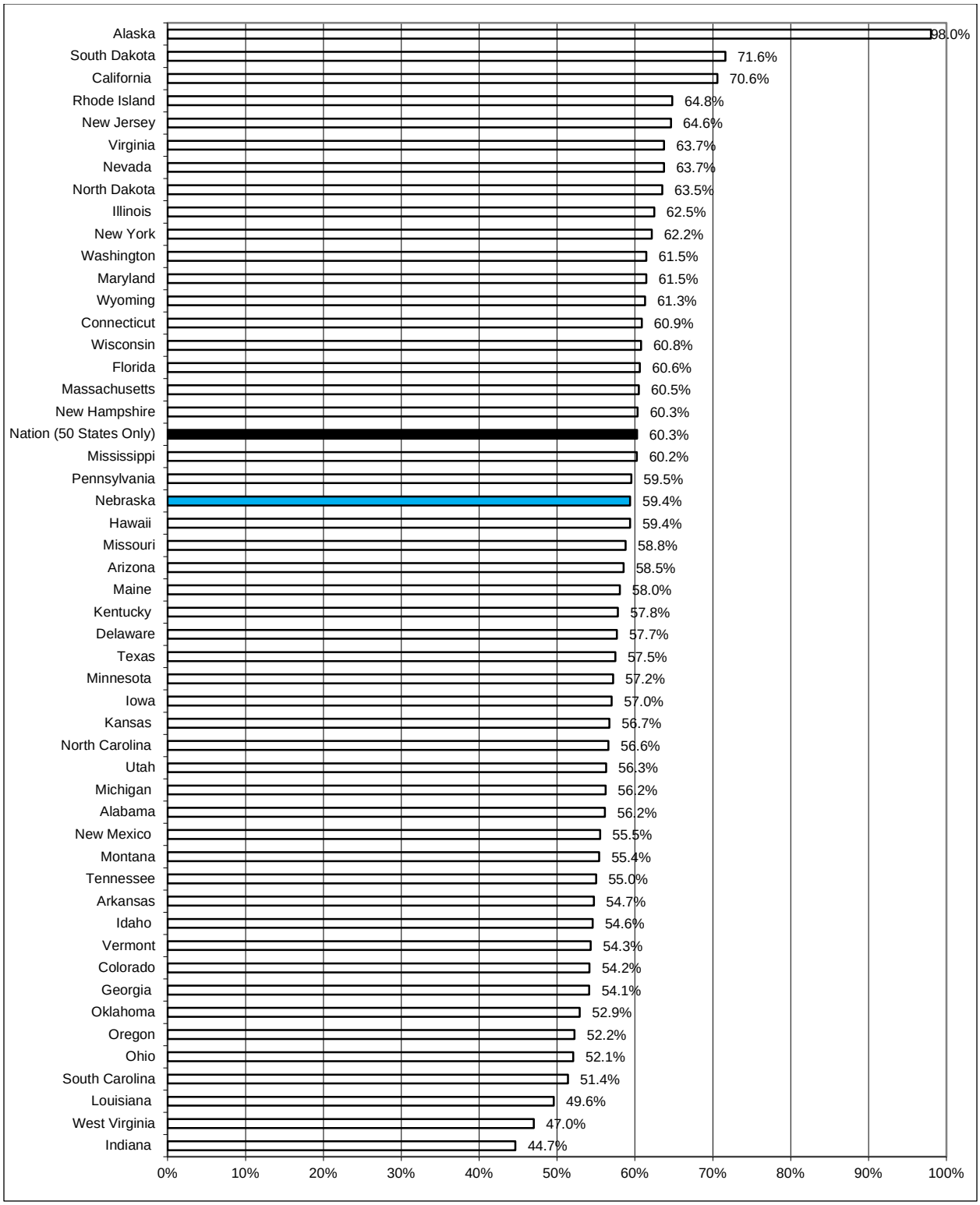
- As shown in Figure 2.1.8, the overall part-time retention rate for Nebraska's community colleges was 37.7% in fall 2014, compared to the national average of 43.3%.

- Since 2005, Nebraska's part-time retention rate for public two-year institutions has decreased 1.3 percentage points while the corresponding national rate increased 2.7 percentage points (see Figure 2.1.10).

- Nebraska's 2014 part-time retention rate for the community colleges was the 37th highest in the nation.

Figure 2.1.7

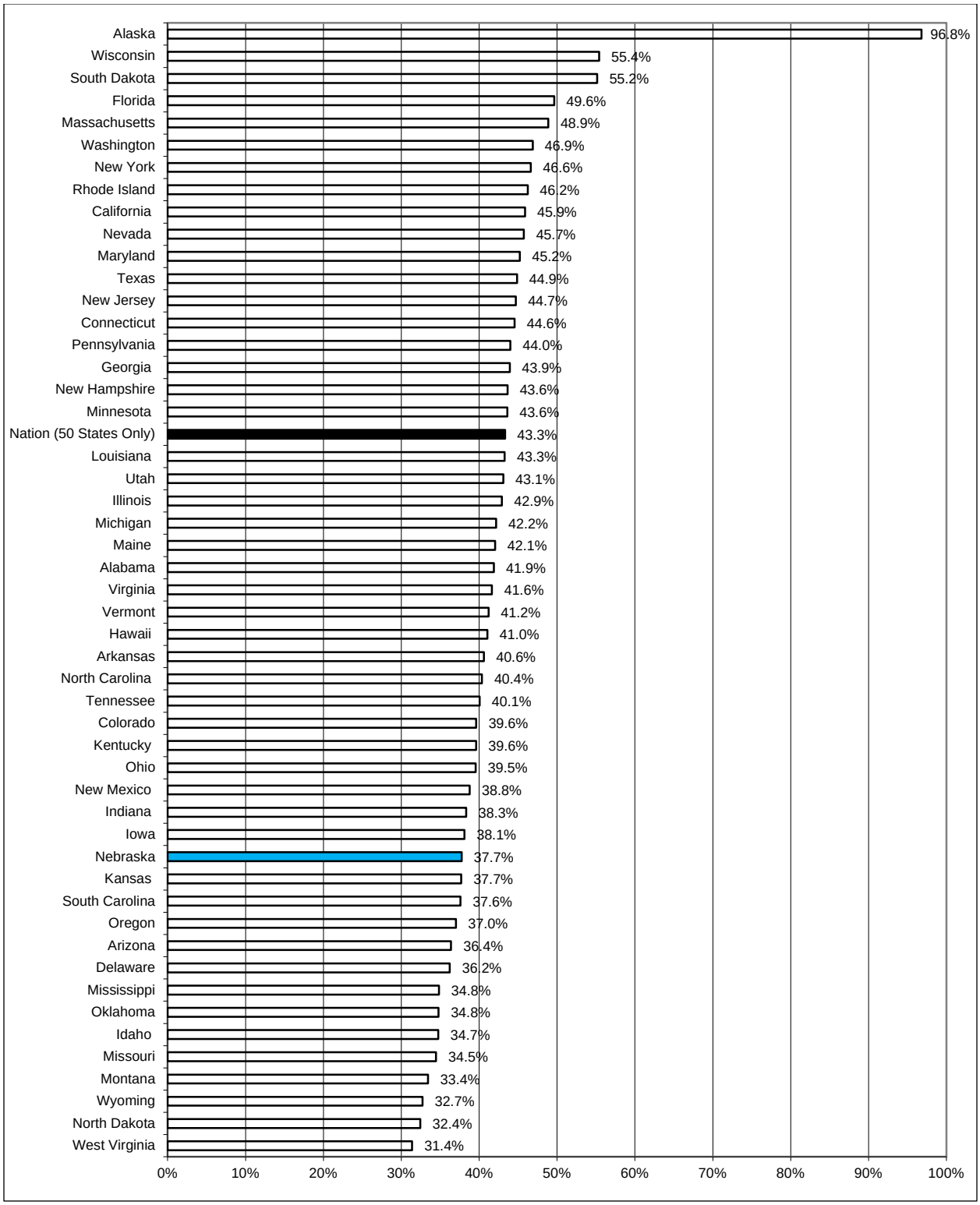
2014 Full-Time Freshmen Retention Rates for Two-Year Public Institutions by State (Nebraska Rate for Nebraska Community Colleges Only)



Data source: National Center for Education Statistics, IPEDS fall 2014 survey. Commission analysis of data downloaded using the IPEDS cutting tool, January 29, 2016 (before imputation).

Figure 2.1.8

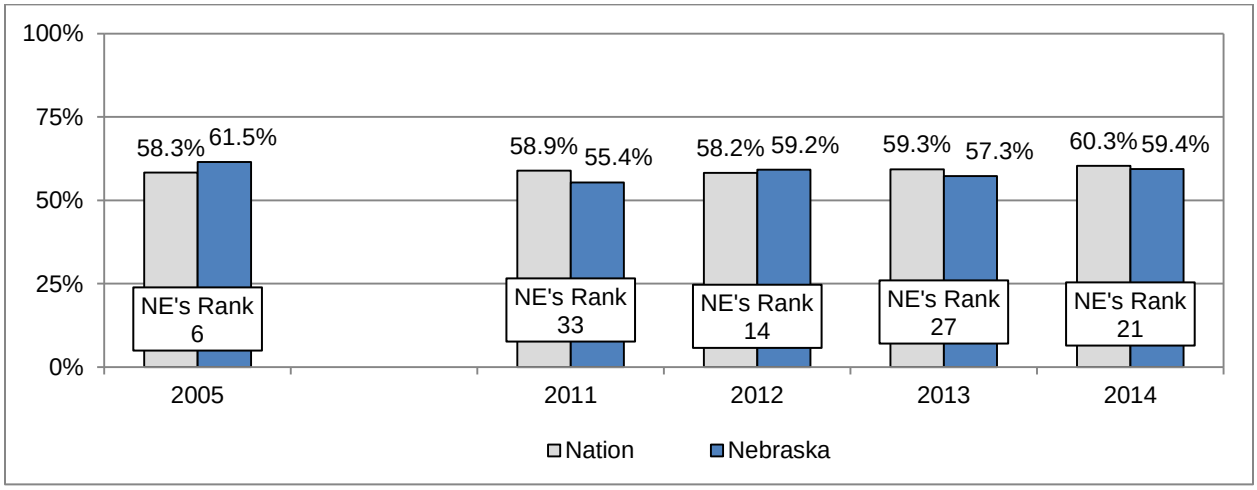
2014 Part-Time Freshmen Retention Rates for Two-Year Public Institutions by State (Nebraska Rate for Nebraska Community Colleges Only)



Data source: National Center for Education Statistics, IPEDS fall 2014 survey. Commission analysis of data downloaded using the IPEDS cutting tool, January 29, 2016 (before imputation).

Figure 2.1.9

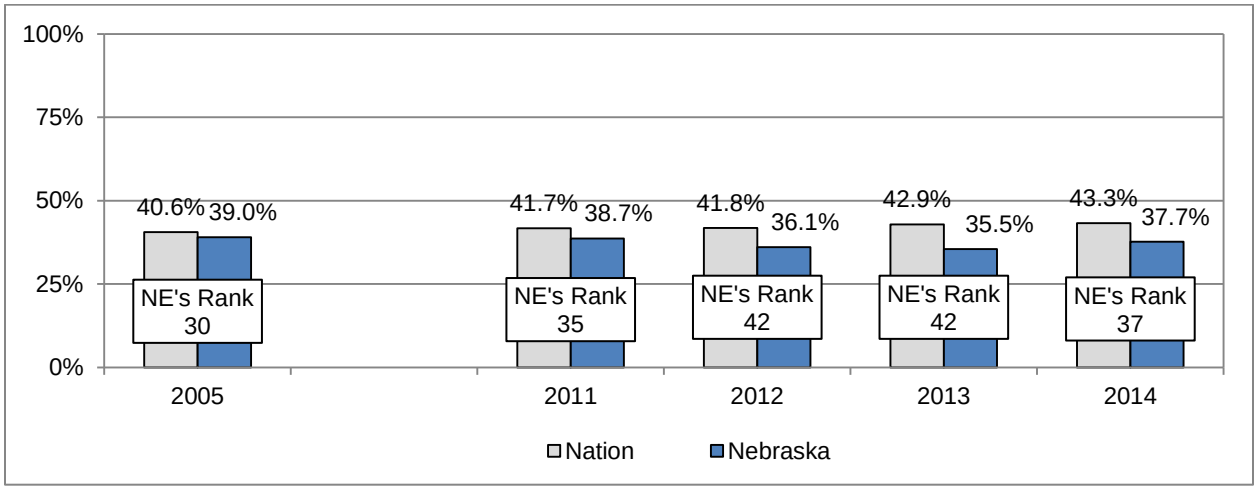
Full-Time Freshmen Retention Rates for Two-Year Public Institutions
for Nebraska and the United States
(Nebraska Rate for Nebraska Community Colleges Only)
2011 Through 2014 Compared to 2005



Data source: National Center for Education Statistics, IPEDS fall 2014 survey. Commission analysis of data downloaded using the IPEDS cutting tool, January 29, 2016 (before imputation).

Figure 2.1.10

Part-Time Freshmen Retention Rates for Two-Year Public Institutions
for Nebraska and the United States
(Nebraska Rate for Nebraska Community Colleges Only)
2011 Through 2014 Compared to 2005



Data source: National Center for Education Statistics, IPEDS fall 2014 survey. Commission analysis of data downloaded using the IPEDS cutting tool, January 29, 2016 (before imputation).

2.2 College Graduation and Transfer Rates (Based on IPEDS Data)

Increase the percentage of students who complete associate degrees within three years and baccalaureate degrees within six years

The college graduation rates reported in this section are based on data collected by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). The latest available data are for undergraduates who completed degree programs during the 2013–2014 academic year. Completion data for students who finished their degree programs in 2014–2015 will not be available for analysis until mid-2016. Consequently, the following analysis focuses on how 2013–2014 graduation rates for Nebraska institutions compare to 2002–2003 baseline rates. **Throughout this analysis, the terms "completion rate" and "graduation rate" are used interchangeably**.

Based on the same cohorts as graduation rates, the 2013–2014 transfer rates for Nebraska's six community colleges are presented at the end of this section. Presenting these rates provides an important supplement to the graduation rates reported for these institutions.

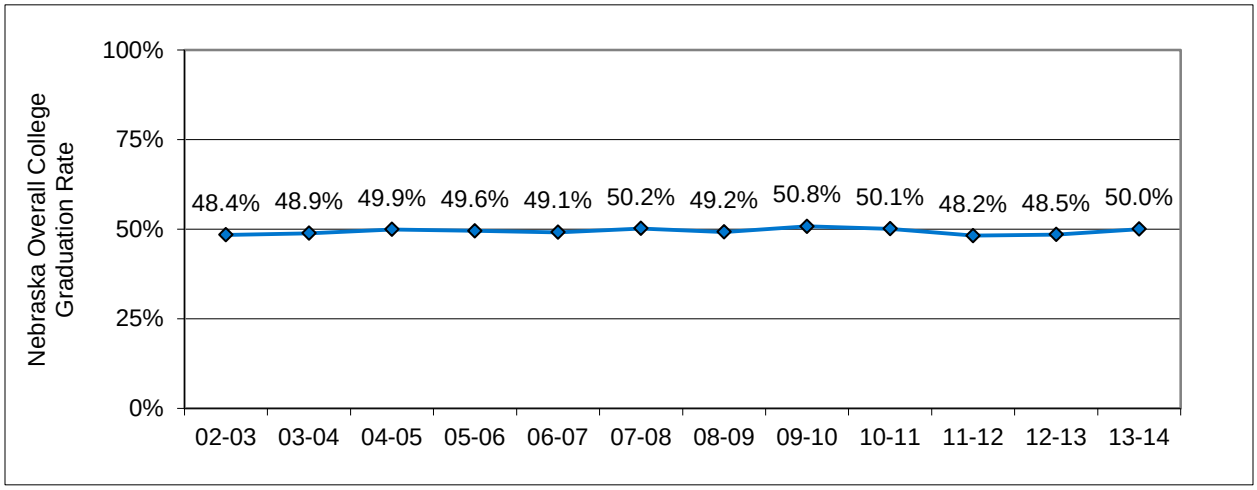
Generally, baccalaureate graduation and transfer rates are based on a six-year time frame, while rates for associate degrees are based on three years. In all cases, rates are calculated only for students who enrolled in degree programs as full-time, first-time freshmen. See Explanatory Note A10.1 in Appendix 10 and Explanatory Note A11.1 in Appendix 11 for further information on IPEDS-defined time frames and how completion and transfer rates are calculated using IPEDS data.

The Overall College Graduation Rate for Nebraska

- As shown in Figure 2.2.1 the statewide graduation rate for Nebraska's postsecondary institutions increased from 48.4% in 2002–2003 to 50.0% in 2013–2014.

Figure 2.2.1

Overall College Graduation Rate for Nebraska
2002–2003 through 2013–2014



Note. See Table A10.1 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 through fall 2014 surveys.

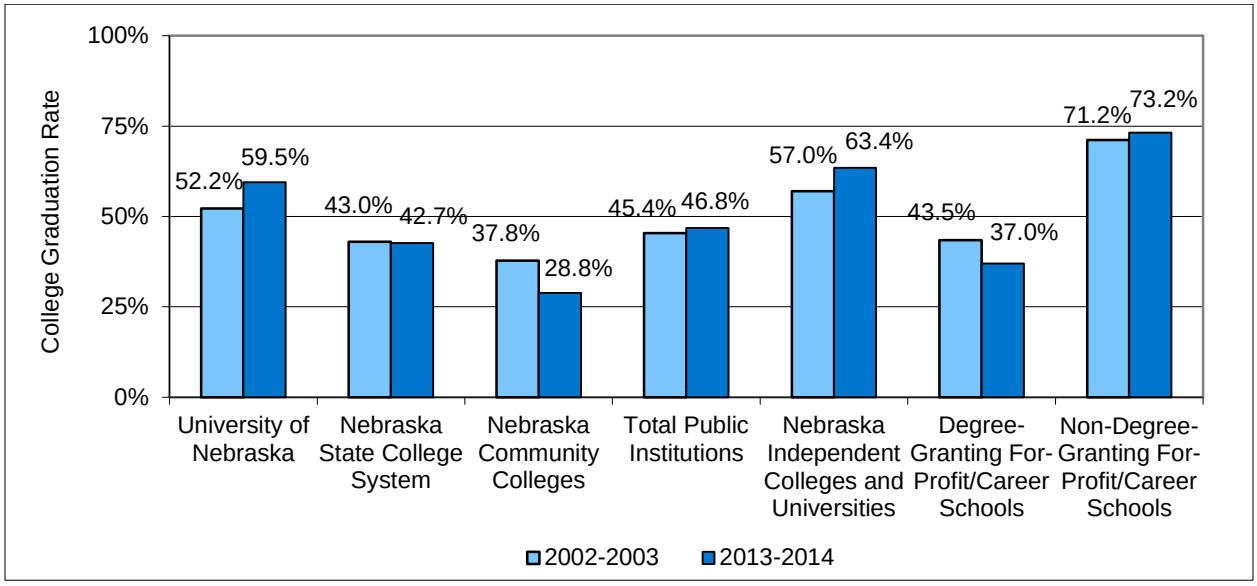
College Graduation Rates by Sector and by Institution

- Completion rates by sector varied noticeably, as shown in Figure 2.2.2. (See Table A10.2 in Appendix 10 for supporting data.)

- The non-degree-granting, for-profit/career schools have had the highest overall completion rate among the state's six sectors of postsecondary education since 2002–2003, followed by Nebraska's independent (not-for-profit) colleges and universities and the University of Nebraska.

Figure 2.2.2

Graduation Rates for Nebraska Postsecondary Institutions by Sector 2013–2014 Compared to 2002–2003 Baseline



Note. See Table A10.3, Table A10.4.a, and Table A10l in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 and fall 2014 surveys.

- The overall graduation rate for the University of Nebraska system increased from 52.2% in 2002–2003 to 59.5% in 2013–2014.

 - The highest graduation rate within this sector in 2013–2014 was at the University of Nebraska-Lincoln (66.8%) while the lowest rate was at the Nebraska College of Technical Agriculture (43.5%).

- The overall graduation rate for the Nebraska State College System decreased from 43.0% in 2002–2003 to 42.7% in 2013–2014. The highest graduation rate within this sector in 2013–2014 was at Wayne State College (48.5%) while the lowest rate was at Chadron State College (36.2%).

- The overall graduation rate for Nebraska's community colleges decreased from 37.8% in 2002–2003 to 28.8% in 2013–2014.

 - Between 2002–2003 and 2013–2014, the graduation rate at Mid-Plains Community College increased 0.1 percentage point while the graduation rate at Western Nebraska Community College increased 5.6 percentage points.

 - As has been the case in the past, however, graduation rates at Nebraska's four other community colleges continue to lag behind their respective 2002–2003 rates. Metropolitan Community College's 2013–2014 graduation rate of 13.6% was the lowest within this sector, while Northeast's rate of 46.1% was the highest graduation rate among the community colleges.

- Within the independent sector, the graduation rate has increased from 57.0% in 2002–2003 to 63.4% in 2013–2014.

 - The highest graduation rates in the independent sector in 2013–2014 were reported by Bryan College of Health Sciences (80.0%) and Creighton University (77.8%). Nebraska Indian Community College's 2013–2014 graduation rate of 3.3% (one graduate) was the lowest within this sector.

- The sector graduation rate for the degree-granting, for-profit/career schools decreased from 43.5% in 2002–2003 to 37.0% in 2013–2014.

 - The highest graduation rate within this sector was 100.0% at the Universal College of Healing Arts (eight graduates) while the lowest rate was at Kaplan University-Lincoln (28.8% graduation rate, 49 graduates).

- The overall graduation rate for the non-degree-granting, for-profit schools increased from 71.2% in 2002–2003 to 73.2% in 2013–2014. Graduation rates for 2013–2014 ranged from 100.0% at the Capitol School of Hairstyling and Esthetics (79 graduates) to 60.4% at La'James International College (67 graduates).

- Within all of the sectors, some schools showed significant decreases in their completion rates, while others reported noticeable improvements in their completion rates. Consequently, the sector completion rates shown in Figure 2.2.2 should not be interpreted as an indicant of the performance of any particular school.

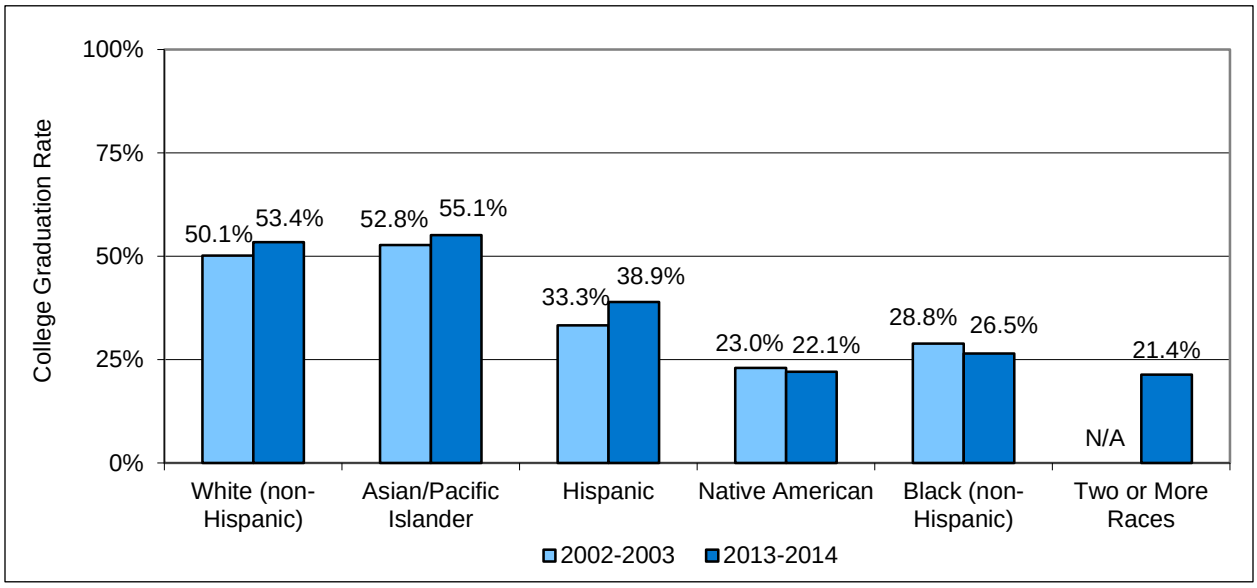
- See Table A10.3 for the 2002–2003 and 2013–2014 completion rates by institution and by sector. See Table A10.4.a through Table A10.4.l in Appendix 10 for the data used to calculate the completion rates for the six sectors and each of the state's postsecondary institutions from 2002–2003 through 2013–2014.

College Graduation Rates by Race/Ethnicity

- An analysis of IPEDS data reveals that completion rates at Nebraska's postsecondary institutions varied and changed by race/ethnicity between 2002–2003 and 2013–2014.
- As shown in Figure 2.2.3, the completion rates for white non-Hispanics and Asians/Pacific Islanders in 2002–2003 and 2013–2014 were significantly higher than the completion rates for Hispanics, Native Americans, black non-Hispanics, and multiracial students.[33]
- Comparing the graduation rates in 2002–2003 to those in 2013–2014, the greatest increases were for Hispanics (5.6 percentage points) and white non-Hispanics (3.3 percentage points).
- Completion rates for each racial/ethnic group fluctuate, at least slightly, from year to year.
- See Table A10.5 and Table A10.6 in Appendix 10 for supporting data.

Figure 2.2.3

Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity 2013–2014 Compared to 2002–2003 Baseline



Note. See Table A10.5 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 and fall 2014 surveys.

[33] The race/ethnic category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnic category until fall 2011 enrollments were reported.

College Graduation Rates by Sector and by Race/Ethnicity

- The following charts show how the graduation rates for each racial/ethnic group varied and changed between 2002–2003 and 2013–2014 within each of the six sectors of higher education in Nebraska.

- As shown in Figure 2.2.4, graduation rates increased for all racial/ethnic groups at the University of Nebraska between 2002–2003 and 2013–2014.

- Within the Nebraska State College System, graduation rates increased for white non-Hispanics, Hispanics, and black non-Hispanics but decreased for Asians/Pacific Islanders and Native Americans (see Figure 2.2.5). That all graduation rates did not increase or remain about the same is due, at least in part, to the fact that only a small number of minority students graduated from the state colleges in 2002–2003 and 2013–2014.

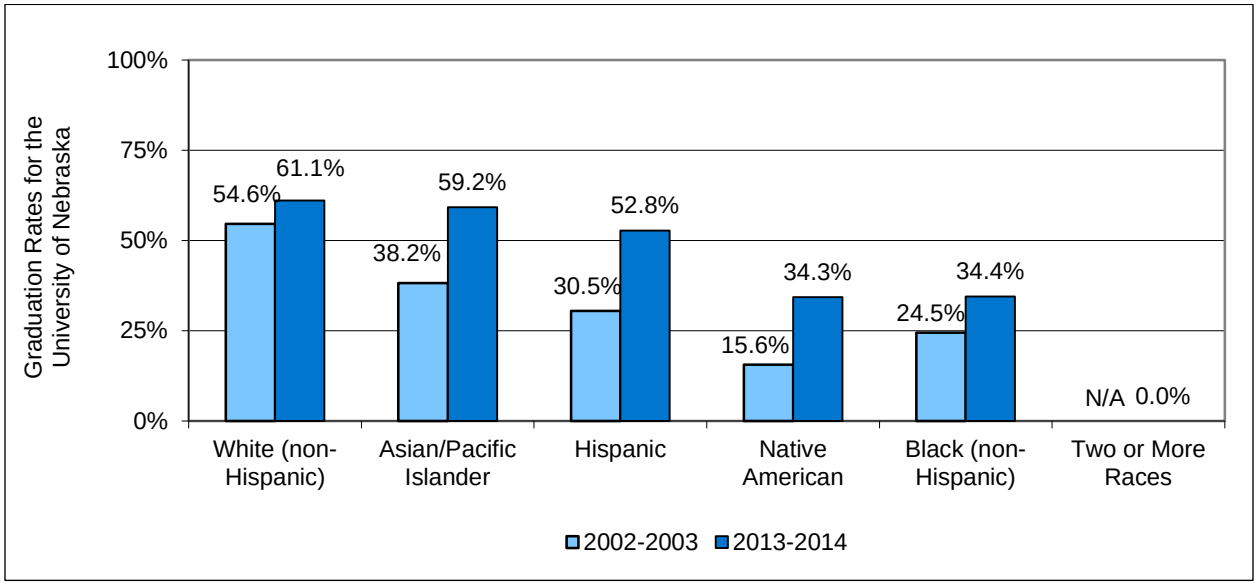
- As shown in Figure 2.2.6, graduation rates at Nebraska's community colleges decreased for all racial/ethnic groups except Hispanics between 2002–2003 and 2013–2014.

- Graduation rates increased between 2002–2003 and 2013–2014 for white non-Hispanics and black non-Hispanics within the independent sector (see Figure 2.2.7). Meanwhile, graduation rates for black non-Hispanics decreased within the degree-granting for-profit/career schools (see Figure 2.2.8) and the non-degree-granting for-profit/career schools (see Figure 2.2.9).

- See Table 10.7 in Appendix 10 for supporting data.

Figure 2.2.4

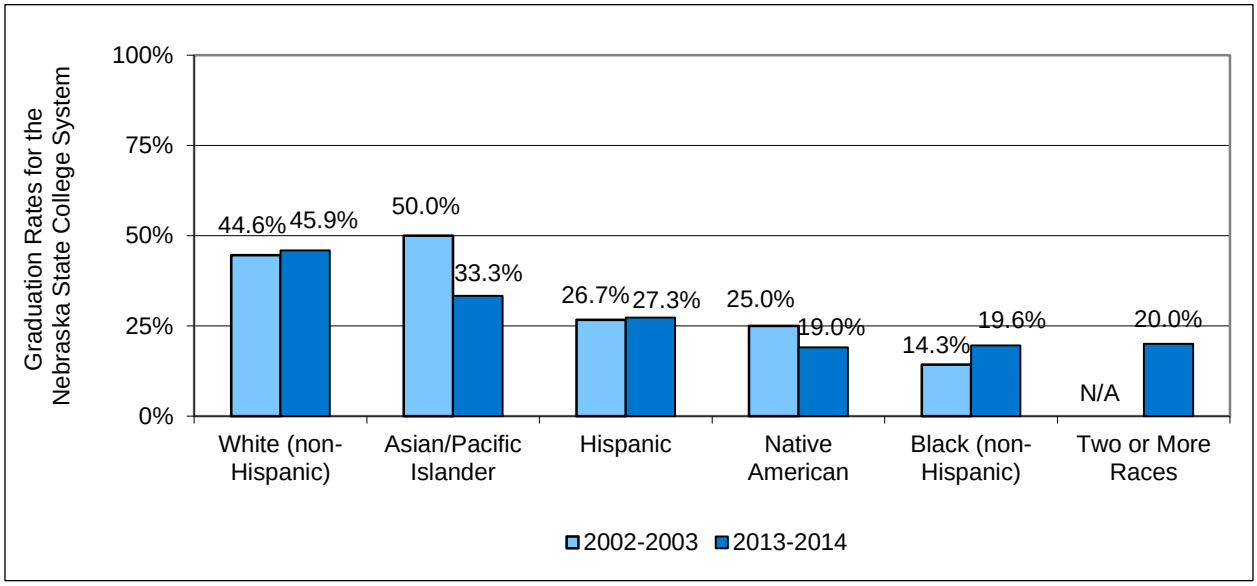
Graduation Rates for the University of Nebraska by Race/Ethnicity 2013–2014 Compared to 2002–2003 Baseline



Note. See Table A10.7 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 and fall 2014 surveys.

Figure 2.2.5

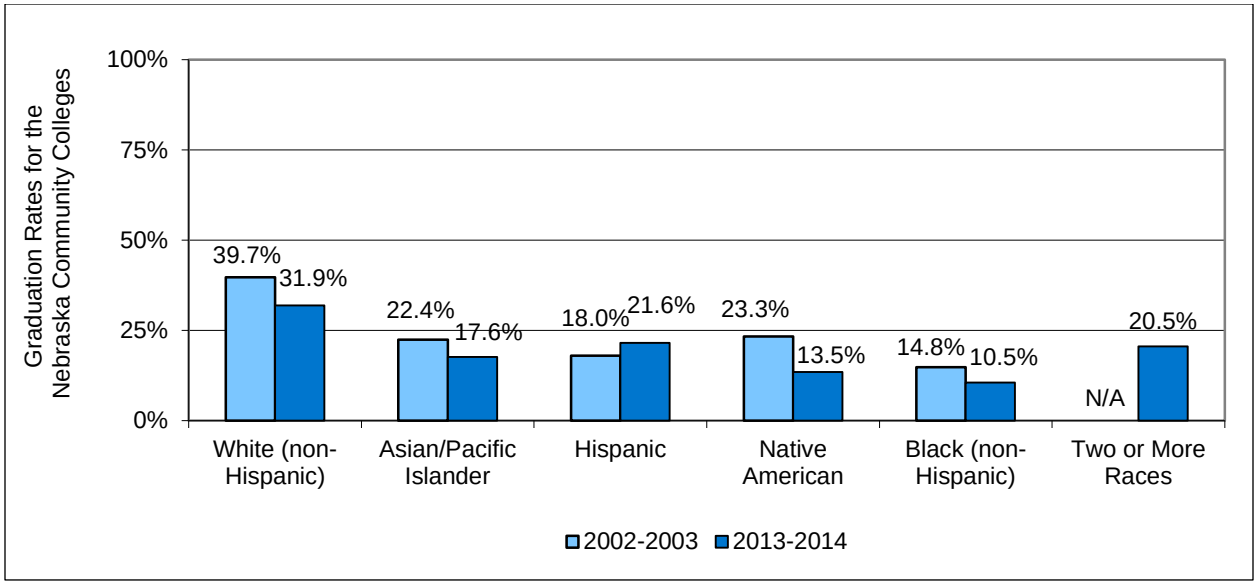
Graduation Rates for the Nebraska State College System by Race/Ethnicity 2013–2014 Compared to 2002–2003 Baseline



Note. See Table A10.7 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 and fall 2014 surveys.

Figure 2.2.6

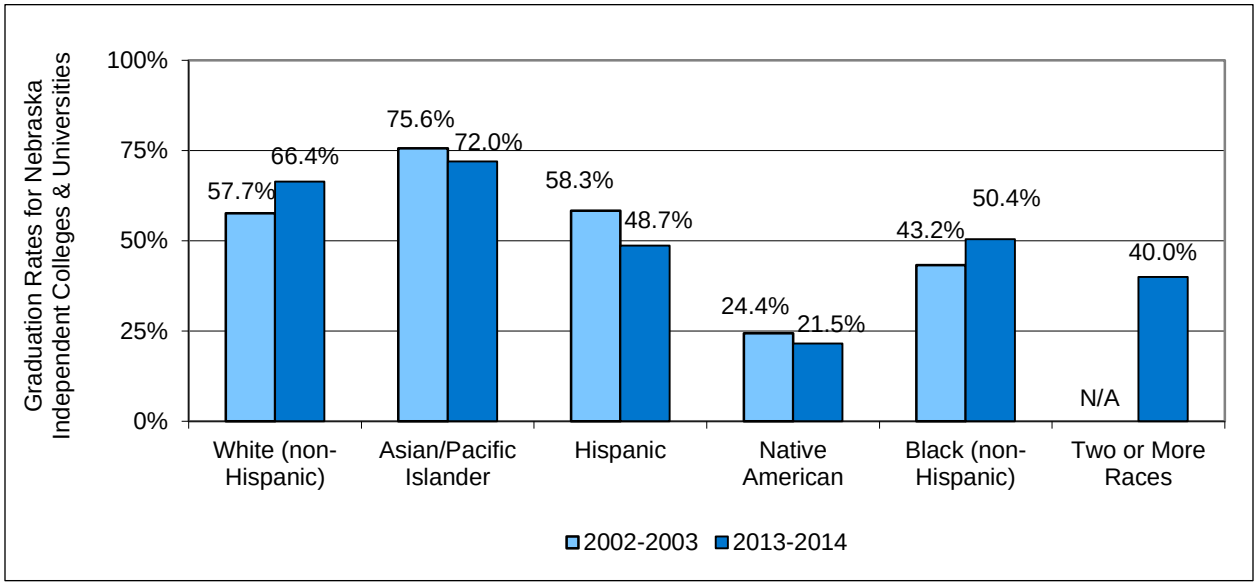
Graduation Rates for the Nebraska Community Colleges by Race/Ethnicity 2013–2014 Compared to 2002–2003 Baseline



Note. See Table A10.7 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 and fall 2014 surveys.

Figure 2.2.7

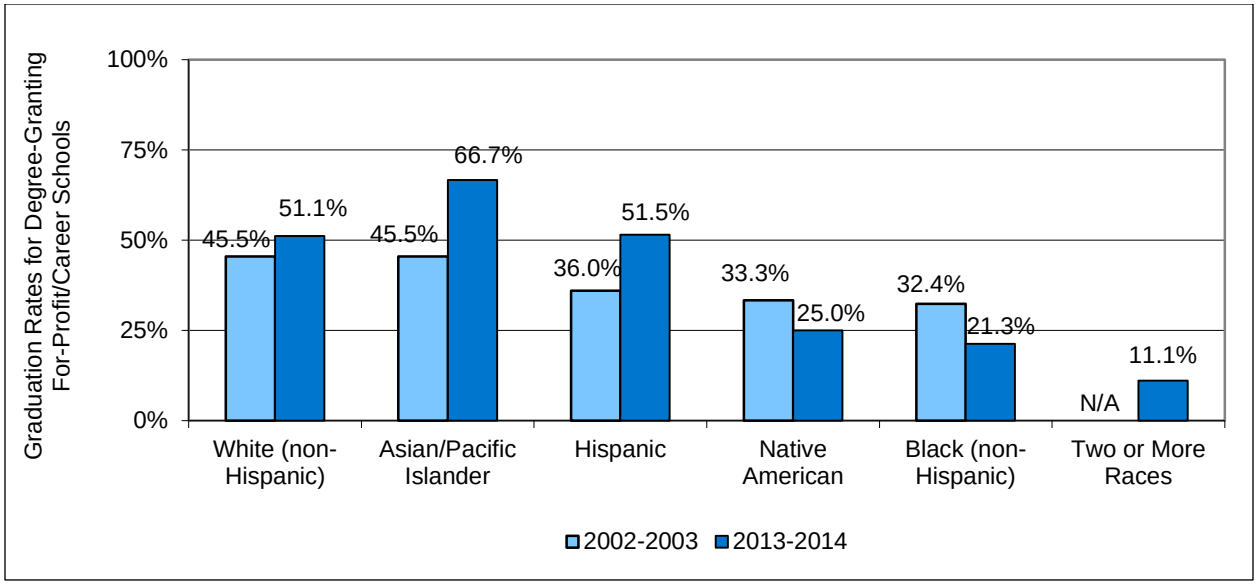
Graduation Rates for Independent Colleges and Universities in Nebraska by Race/Ethnicity 2013–2014 Compared to 2002–2003 Baseline



Note. See Table A10.7 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 and fall 2014 surveys.

Figure 2.2.8

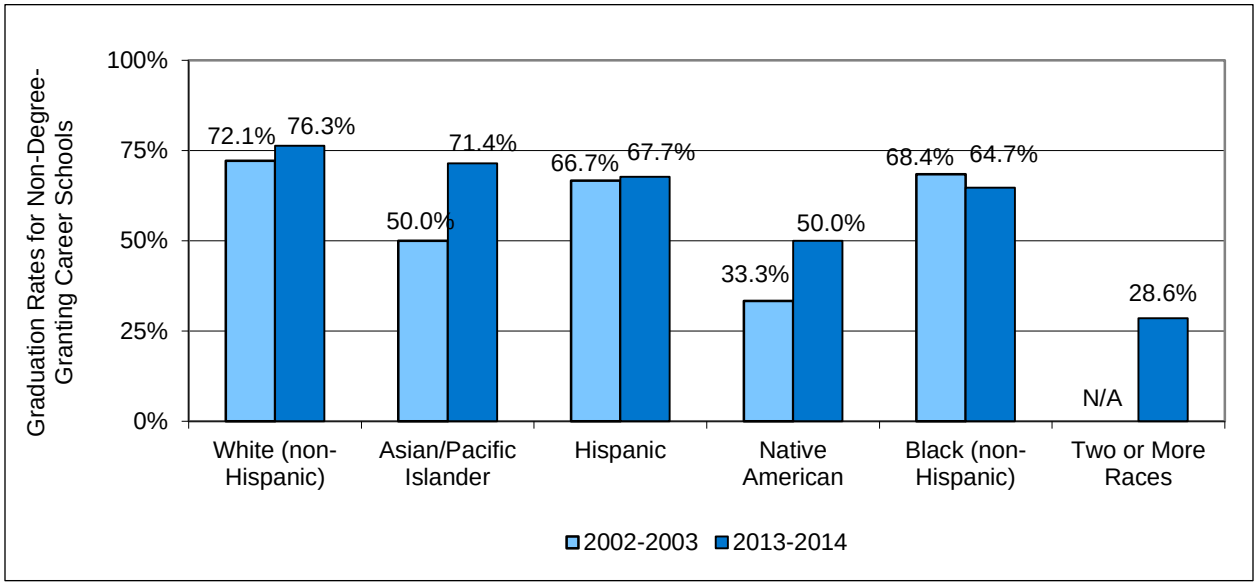
Graduation Rates for the Degree-Granting, For-Profit/Career Schools in Nebraska by Race/Ethnicity 2013–2014 Compared to 2002–2003 Baseline



Note. See Table A10.7 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 and fall 2014 surveys.

Figure 2.2.9

Graduation Rates for the Non-Degree-Granting, For-Profit/Career Schools in Nebraska by Race/Ethnicity 2013–2014 Compared to 2002–2003 Baseline



Note. See Table A10.7 in Appendix 10 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 and fall 2014 surveys.

Nebraska Graduation Rates Compared to the Graduation Rates of Other States

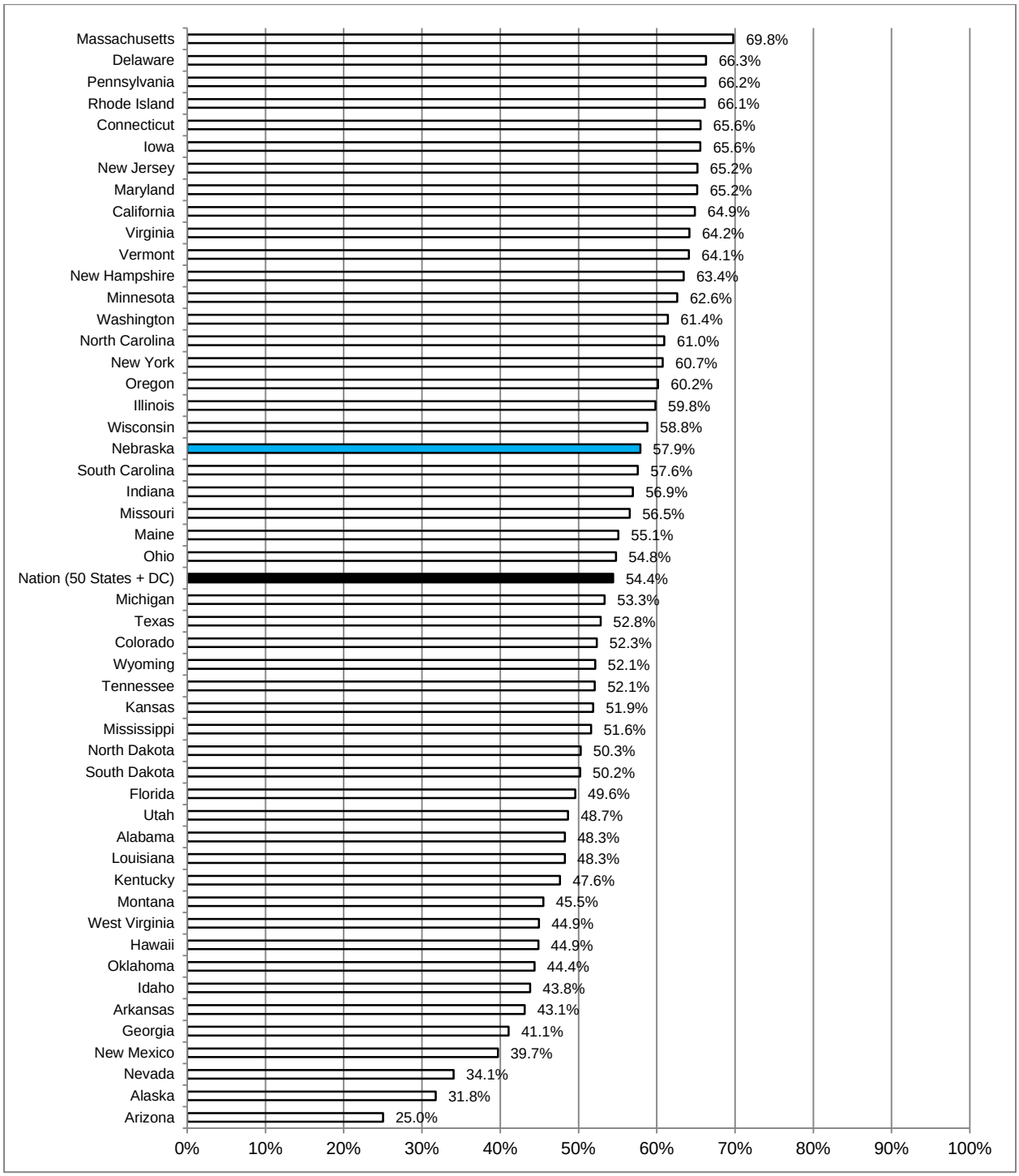
Figure 2.2.10 and Figure 2.2.11 show how the graduation rates of Nebraska's four-year and two-year institutions compare to the rates calculated for other states and the United States as a whole. These rates are calculated for all of the degree-granting institutions within each state, including public, private (not-for-profit), and for-profit schools. These rates also are for all awards conferred. For example, the graduation rate for Nebraska's two-year schools encompasses awards of diplomas and certificates as well as two-year associate degrees.

- As shown in Figure 2.2.10, the graduation rate for Nebraska's four-year institutions was 57.9% for 2013–2014, or 20th highest among the 50 states and 3.5 percentage points above the graduation rate for all four-year institutions in the United States, which was 54.4%.

- As illustrated in Figure 2.2.11, the graduation rate for Nebraska's two-year institutions was 29.3%, or 12th highest among the 50 states, and 1.5 percentage points higher than the graduation rate of 27.9% for all two-year institutions in the United States.

Figure 2.2.10

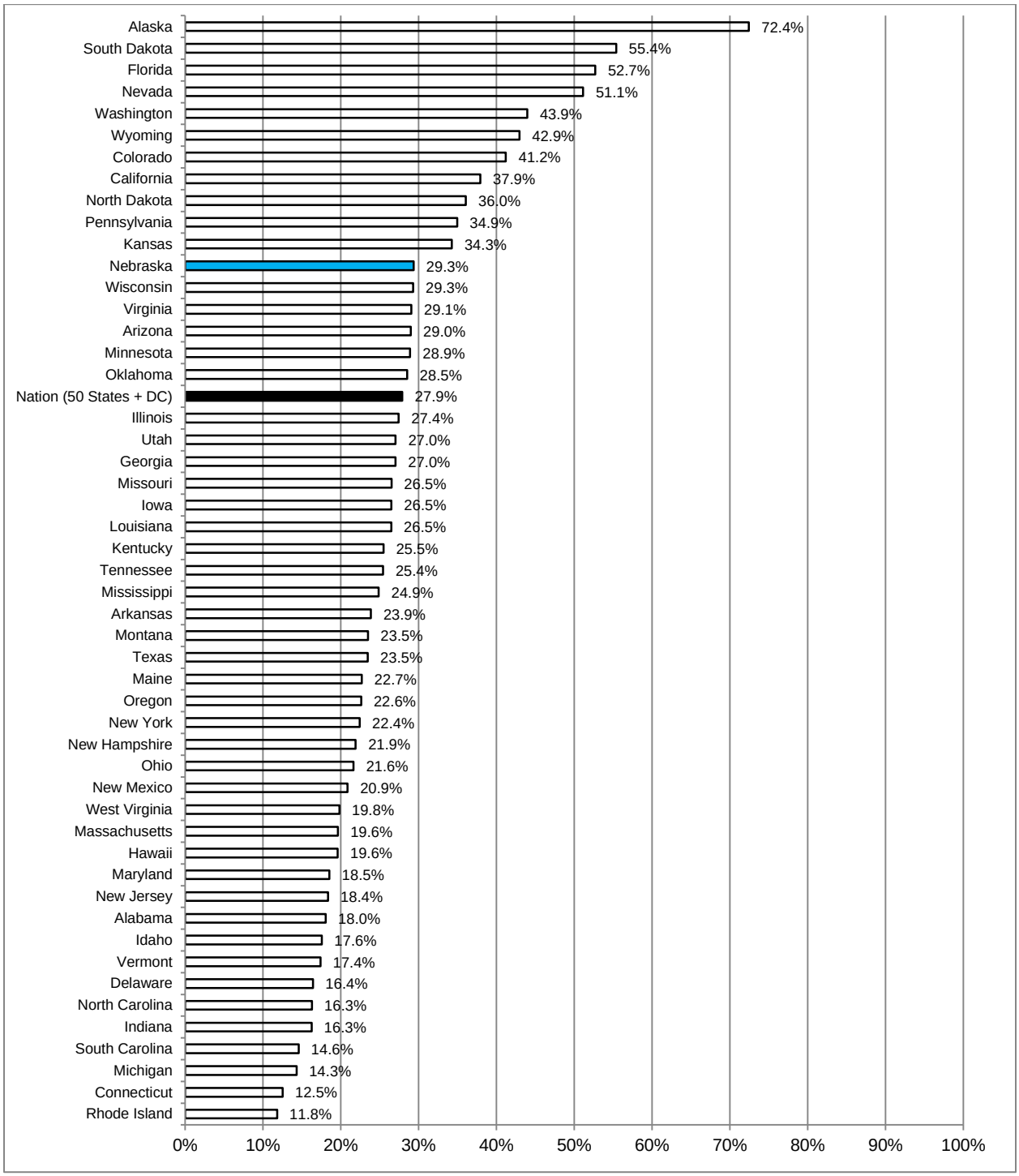
2013–2014 Graduation Rates for Four-Year Institutions by State



Data source: National Center for Education Statistics, IPEDS fall 2014 survey. Graduation rates obtained from the National Center for Higher Education Management Systems (NCHEMS), February 2016.

Figure 2.2.11

2013–2014 Graduation Rates for Two-Year Institutions by State



Data source: National Center for Education Statistics, IPEDS fall 2014 survey. Graduation rates obtained from the National Center for Higher Education Management Systems (NCHEMS), February 2016.

Transfer Rates for Nebraska Community Colleges

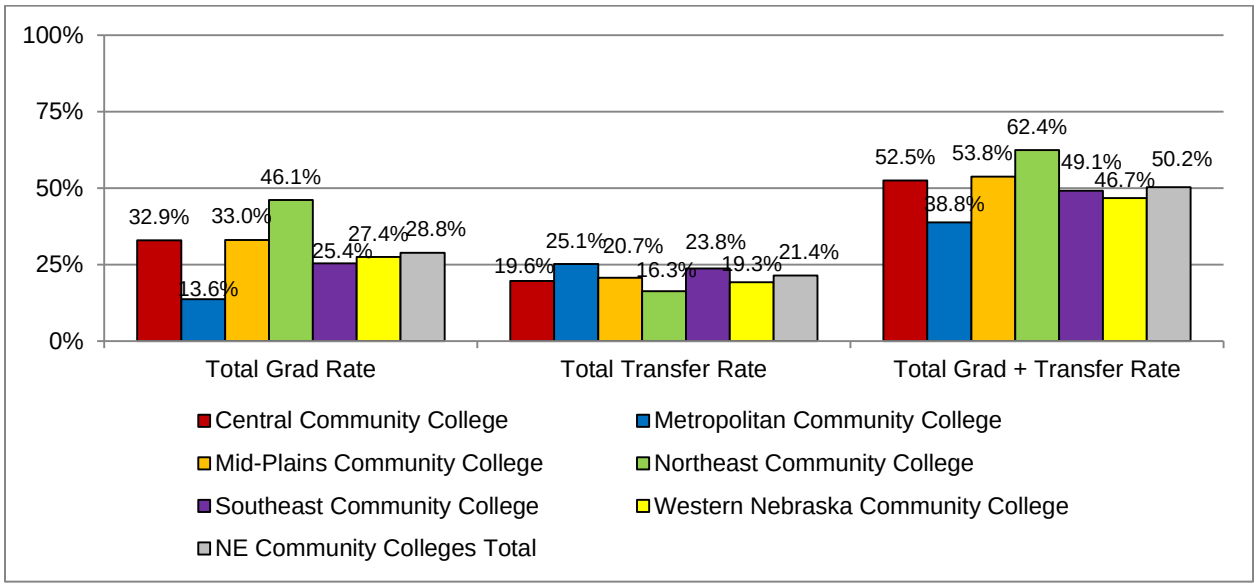
All six of Nebraska's community colleges reported transfer rates for the 2013–2014 academic year. A college's graduation and transfer rates are based on the same full-time, first-time freshmen cohort. Consequently, a college's graduation and transfer rates can be added together to determine the total percentage of the full-time, first-time freshmen who either completed their programs or transferred to other schools within 150% of the time specified for normal program completion. For two-year associate degrees, this specific period is usually three years. For one-year certificate programs, 150% of normal completion time is 18 months. (For more information about computed college transfer rates based on IPEDS data, see Explanatory Note A11.1 in Appendix 11.)

Figure 2.2.12 compares the 2013–2014 graduation, transfer, and graduation plus transfer rates for the six community colleges: Central Community College, Metropolitan Community College, Mid-Plains Community College, Northeast Community College, Southeast Community College, and Western Nebraska Community College.

- As shown in Figure 2.2.12, the 2013–2014 graduation rates for the colleges ranged from 13.6% at Metropolitan Community College to 46.1% at Northeast Community College.
- The schools' transfer rates ranged from 16.1% at Northeast Community College to 25.1% at Metropolitan Community College.
- The rates produced by combining each institution's graduation rates and transfer rates ranged from 38.8% at Metropolitan Community College to 62.4% at Northeast Community College.

Figure 2.2.12

2013–2014 Graduation Rates and Transfers Rates for Nebraska Community Colleges by Type of Rate



Note. See Table A10.4.l in Appendix 10 and Table A11.1 and Table A11.2 in Appendix 11 for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2014 survey.

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2.3 Graduation and Persistence Rates (Based on Clearinghouse Data)

Research by the National Student Clearinghouse Research Center provides important information about the completion and persistence rates of students who start college at Nebraska's public and independent institutions.

This section of the *Nebraska Higher Education Progress Report* summarizes the findings of a recent study of the six-year completion and persistence rates of degree-seeking, first-time freshmen who started college in Nebraska in fall 2008. The annual study was conducted by the National Student Clearinghouse (NSC) Research Center and is published in the report *Completing College: A State-Level View of Student Attainment Rates*. First available in February, 2013, the report presents the findings of the NSC's third annual study of six-year student outcomes based on a national cohort analyzed by state as well as for the United States as a whole. The report is important because it presents comparable six-year completion and persistence rates for students who started college at (a) two-year public colleges, (b) four-year public colleges and universities, and (c) four-year private nonprofit institutions.[34]

Introduction to the National Student Clearinghouse Study

The completion and persistence rates reported in this section are based on the enrollment and completion records maintained by the NSC since 2004. An analysis of these records resulted in a national cohort of approximately 2.7 million college students who could be classified as degree-seeking, first-time freshmen in fall 2008.[35] The enrollment and completion records of these students were then analyzed through the six-year period ending May 31, 2014.

Each student was classified by the state of the institution where the student first entered college, not by the student's residential home state. First-time enrollment status was established by confirming that a student (1) did not show any postsecondary enrollment record in the four years prior to May 31, 2008, and (2) did not receive a degree or certificate from any postsecondary institution prior to fall 2008. Consequently, data for 2004 through 2008 had to be available in the Clearinghouse database for an institution's students to be included in this study. In addition, records for the six-year period from fall 2008 through May 31, 2014 were required.

This study included students who entered college with prior college-level experience through taking dual enrollment courses in high school. In addition, students who began their studies in summer 2008 (May 1 through August 31) were included. The study was not limited to recent high school graduates.

The number of Nebraska's two-year and four-year institutions with Clearinghouse records dating back to 2004 varied by type of institution. The historical data coverage rate, based on student enrollments, for Nebraska's four-year public institutions was 100.0%, and Nebraska's four-year private nonprofit institutions coverage rate was 93.9%. Meanwhile, the historical coverage rate for Nebraska's two-year public colleges was 99.0%. (The Nebraska institutions included in the study are listed in Table A12.2 in Appendix 12 of this report.) The Nebraska cohort included 19,176 degree-seeking first-time freshmen—6,829 started college at two-year public institutions, 8,897 started college at four-year public institutions, and 3,450 started at four-year private nonpublic institutions.

[34] Students who began at multistate four-year nonprofit institutions were excluded from the results summarized in this section.

[35] Fall 2008 enrollment is defined as enrollment during any term beginning August 11 through October 31, 2008, inclusive. If no term started between these dates, the term that started between July 14 and August 10, 2008, inclusive, was used.

Degree-seeking status was defined differently for students at two-year and four-year schools. For students who started at four-year institutions, Clearinghouse records had to show that they were enrolled at least half time for at least one term. For students who started at two-year institutions, they had to either be enrolled for at least one term full time before August 10, 2009, or be enrolled at least half time for at least two terms before December 31, 2009.

The degree-seeking students in this study were classified as exclusively full-time students, exclusively part-time students, or mixed enrollment students. Mixed enrollment students were those who enrolled at least one term full-time and at least one term part-time over the course of their enrollment, rather than being enrolled exclusively full-time or part-time. (Enrollments during summer terms and shorter terms lasting less than 21 days were excluded from consideration.) For students enrolled concurrently at more than one institution, the two highest-intensity enrollment records were considered. So, if a student was concurrently enrolled half time at two institutions, that student was categorized as full time for that term.

Students were also divided into three groups based on the age of the students when they first entered college (less than 20, 21–24, and 25 or older). Finally, student outcomes were analyzed by gender.

Reported Student Outcomes

The six-year student outcomes calculated and compared in the National Student Clearinghouse study are as follows:

Total completion rate: The percentage of the cohort who received diplomas or certificates from any institutions in the United States by the end of the defined six-year period.

Starting institution completion rate: The percentage of the cohort who received degrees or certificates from the same institutions where they enrolled as first-time freshmen.

Other institutions completion rates: The percentage of the cohort who received degrees or certificates from institutions anywhere in the United States to which they had transferred. This rate is reported separately for the two-year and four-year schools where the students did not initially enroll as first-time freshmen.

> *Note:* For two-year public institutions, the percentage of students who completed degrees at four-year institutions after they completed programs at two-year colleges was also calculated (i.e., subsequent completion). This percentage added to the rate of first-time completions at four-year institutions equals the reported total four-year graduation rate for students who initially enrolled as first-time freshmen at two-year public institutions.

Persistence rate: The percentage of students in a cohort who did not earn a degree or other academic award but were still enrolled in college during the last year of the study period.

Percentage of students not enrolled: The percentage of the cohort who had not completed degrees or certificate programs and were not enrolled at any institution during the last year of the study period.

Nebraska Completion and Persistence Rates Compared to National Rates

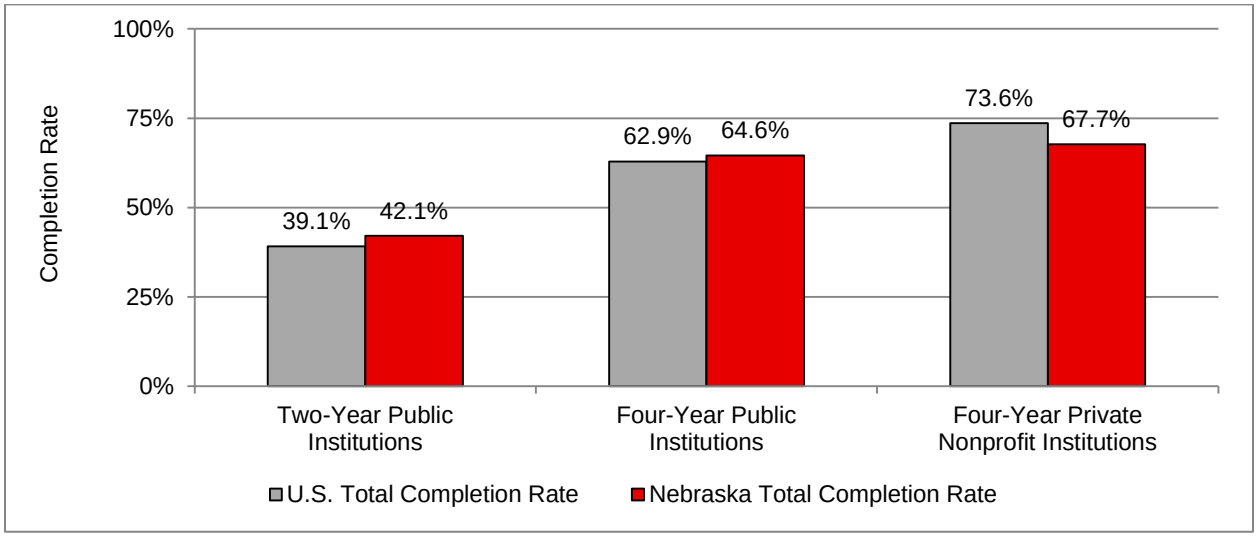
Figure 2.3.1 shows how the total completion rates for Nebraska institutions compared to the national rates for two-year public institutions, four-year public institutions, and four-year private nonprofit institutions.

- Total completion rates for degree-seeking, first-time freshmen at Nebraska's two-year and four-year public institutions were both higher than the comparable national rates.

- While Nebraska's four-year private nonprofit institutions had a higher total completion rate compared to other Nebraska institutions, this rate was lower than the national rate for similar institutions.

Figure 2.3.1

Six-Year Total Completion Rates for Nebraska and the United States for First-Time Degree-Seeking Freshmen (Fall 2008)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates*, February 2015.

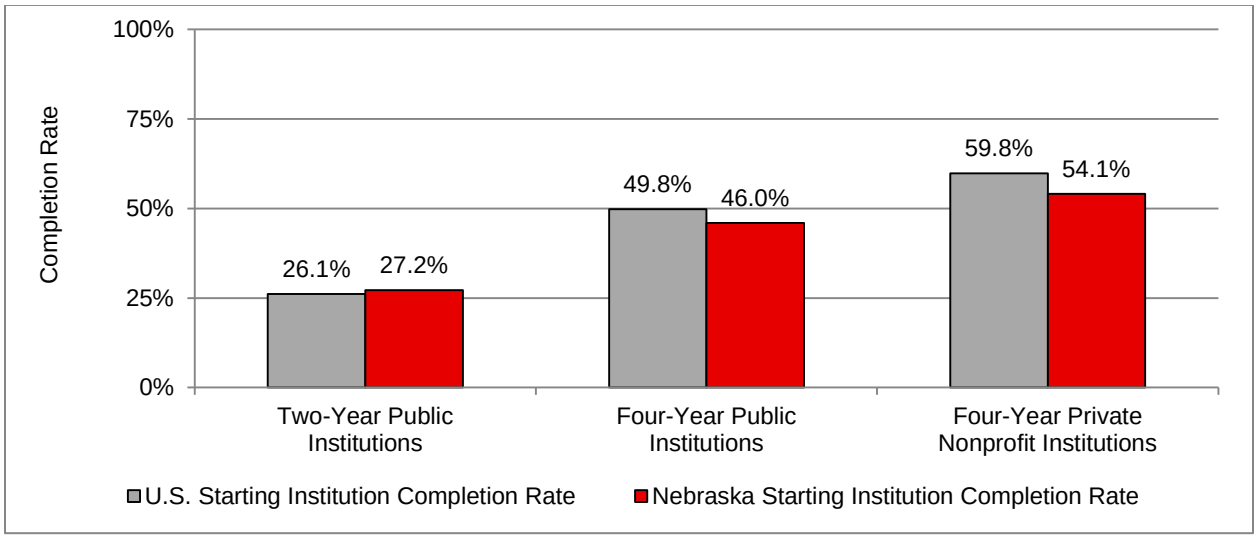
Figure 2.3.2 compares the U.S. and Nebraska completion rates for students who received degrees or certificates from the same institutions where they initially enrolled as first-time freshmen.

- Completion rates for Nebraska's four-year public and private nonprofit institutions were both lower than the comparable national rates.

- The rate of first completion at the starting institution for Nebraska's two-year institutions was significantly lower than the rates for the four-year institutions, but the 27.2% completion rate for the two-year institutions was slightly higher than the 26.1% national rate for public two-year institutions.

Figure 2.3.2

Six-Year Starting Institution Completion Rates for Nebraska and the United States for First-Time Degree-Seeking Freshmen (Fall 2008)



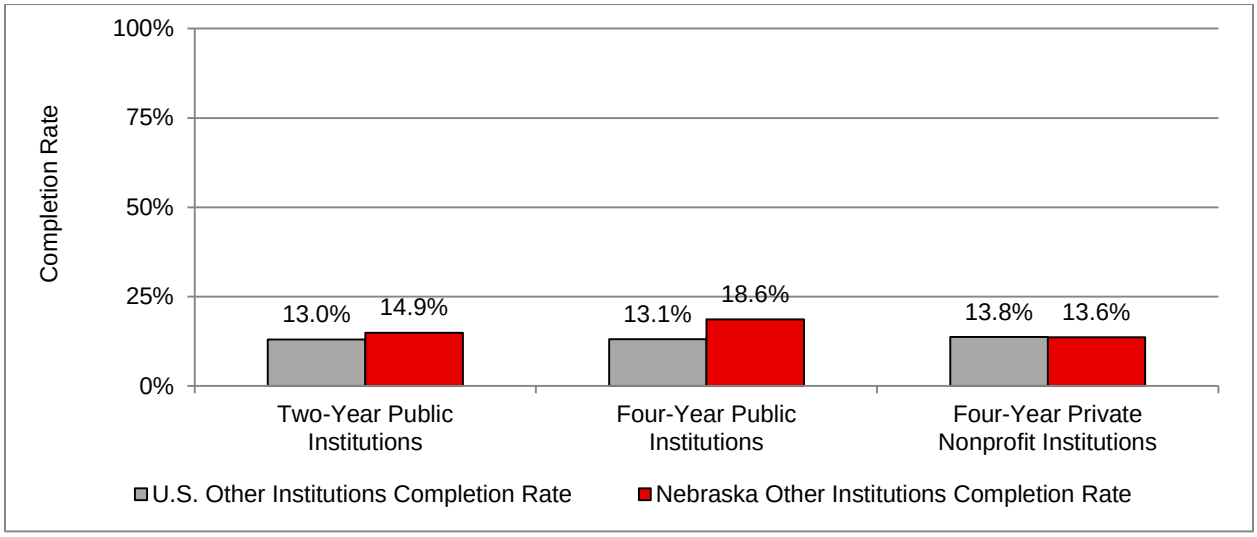
Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates*, February 2015.

As shown in Figure 2.3.3, a notable percentage of freshmen start college at one institution and then transfer to another school where they complete a program of study.

- 14% to 19% of the first-time students at Nebraska's public and private nonprofit institutions graduated from two-year or four-year schools to which they had transferred.
- Nebraska's rates at public institutions were higher than the comparable national rates; however, the rate for four-year private nonprofit institutions in Nebraska was slightly lower than the comparable national rate.

Figure 2.3.3

Six-Year "Other Institutions" Completion Rates for Nebraska and the United States for First-Time Degree-Seeking Freshmen (Fall 2008)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates*, February 2015.

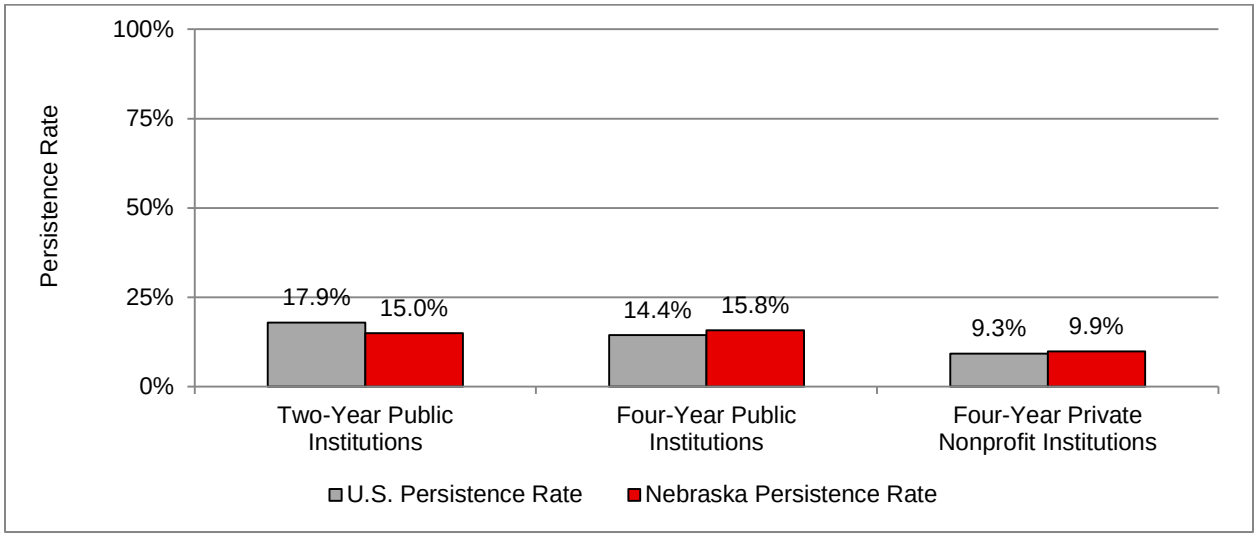
- As shown in Figure 2.3.4, 15% to 16% of the students who started college at Nebraska's two-year and four-year public institutions were still enrolled at these or other institutions during the last year of the study period.

- The lower persistence rate of 9.9% for Nebraska's four-year private nonprofit schools is a reflection of the fact that these institutions had a total completion rate that was higher than the total completion rates for the state's two-year and four-year public institutions.

- Nebraska's persistence rate for two-year public institutions was lower than the national persistence rate for similar institutions. However, Nebraska's persistence rates for the other two sectors were generally in line with the reported national rates.

Figure 2.3.4

Six-Year Persistence Rates for Nebraska and the United States for First-Time Degree-Seeking Freshmen (Fall 2008)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates*, February 2015.

Nebraska Student Outcomes Compared by Enrollment Status

The findings of the National Student Clearinghouse study confirm that the completion rates of full-time students are significantly higher than for students who attend college only part-time. This study also reveals that the completion rates for students with combinations of full-time and part-time enrollment are higher than those for exclusively part-time students but lower than the rates for students who consistently go to college full time. In addition, this study confirms that part-time students are less likely to persist in their studies and more likely to drop out of college than exclusively full-time students.

Student Outcomes Compared Within Each Sector

- Figure 2.3.5 shows that exclusively part-time students had total completion rates that were significantly lower than the completion rates for exclusively full-time students or mixed enrollment students, regardless of whether they started college at two-year public, four-year public, or four-year private nonprofit institutions in Nebraska.

- The six-year persistence rates (i.e., the percentage of students still enrolled) were highest for the mixed enrollment students and lowest for the exclusively full-time students, regardless of the type of institution where they enrolled as first-time freshmen.

- The percentage of students who were no longer enrolled six years after they started college was significantly higher for exclusively part-time students than for exclusively full-time students or mixed enrollment students.

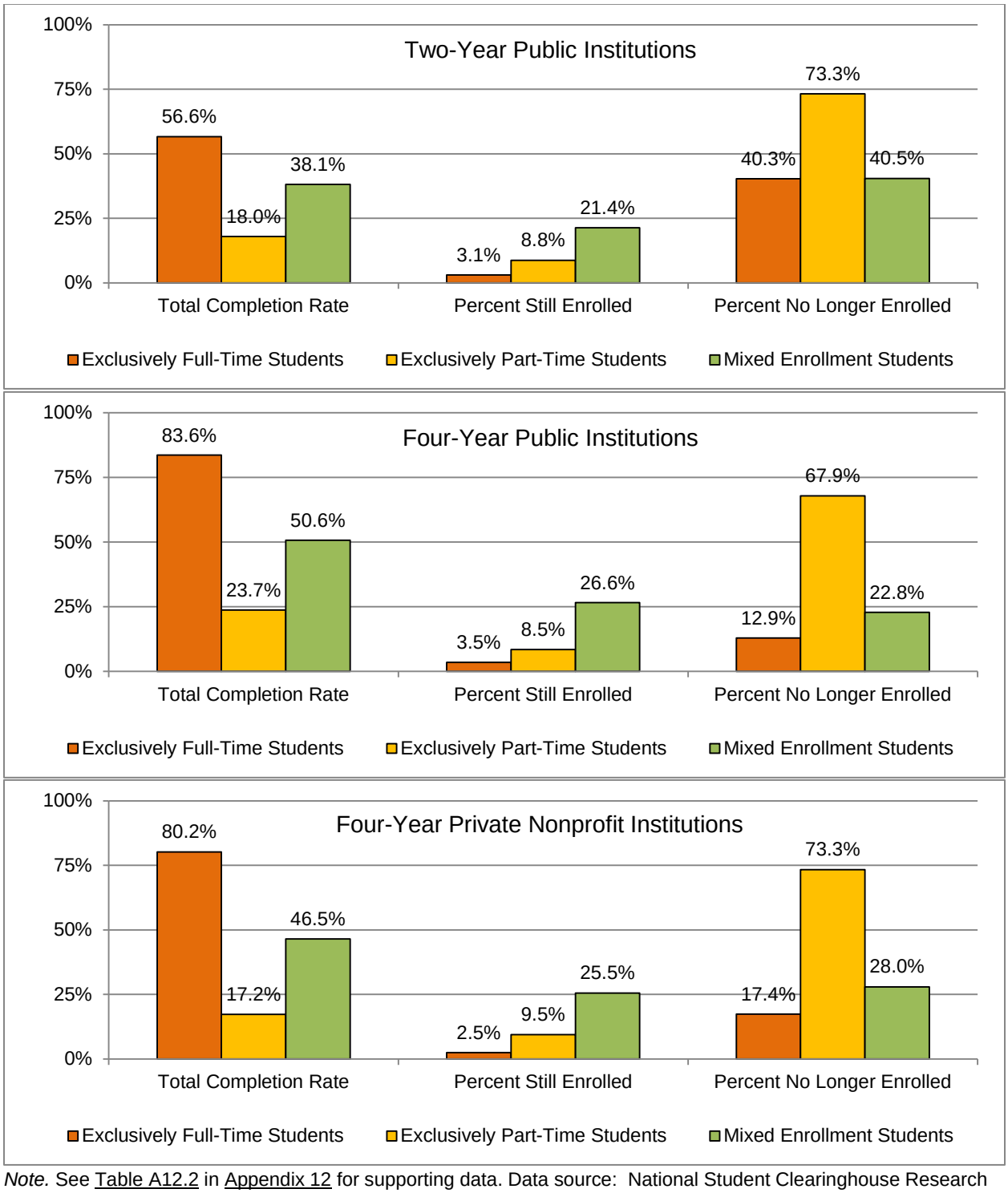
Four-Year Completion Rates for Two-Year Public Institutions

- Another finding of the National Student Clearinghouse study that is of interest is the percentage of students who started college at two-year institutions but earned degrees at four-year institutions. As evidenced in Figure 2.3.6, 15.9% of the students who initially enrolled at Nebraska's two-year public colleges in fall 2008 had earned degrees from four-year institutions over the course of the next six years. For 10.9% of the cohort, these degrees were their first completions. For 4.9% of the cohort, their four-year degrees were subsequently completed after they had already completed a degree or certificate program at the two-year college where they initially enrolled or at another two-year school.

- Exclusively full-time students and mixed enrollment students had higher total four-year graduation rates than students who attended college only part-time. Interestingly, exclusively full-time students were more likely than mixed enrollment students to have earned four-year degrees after they had already earned degrees or certificates at two-year schools, even though the total four-year completion rates for these two groups of students were very similar.

Figure 2.3.5

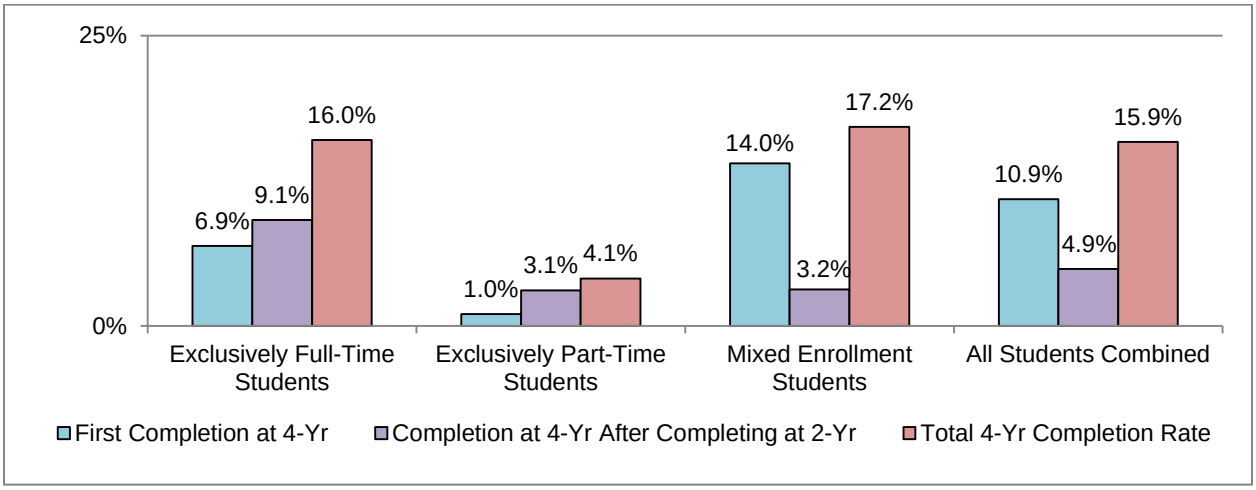
Nebraska Six-Year Student Outcomes by Sector and Student Enrollment Status for First-Time Degree-Seeking Freshmen (Fall 2008)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates*, February 2015.

Figure 2.3.6

Nebraska Completion Rates for Four-Year Degrees Earned by Students Who Initially Enrolled at Two-Year Public Institutions for First-Time Degree-Seeking Freshmen (Fall 2008)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates*, February 2015.

Nebraska Student Outcomes Compared by Age Group

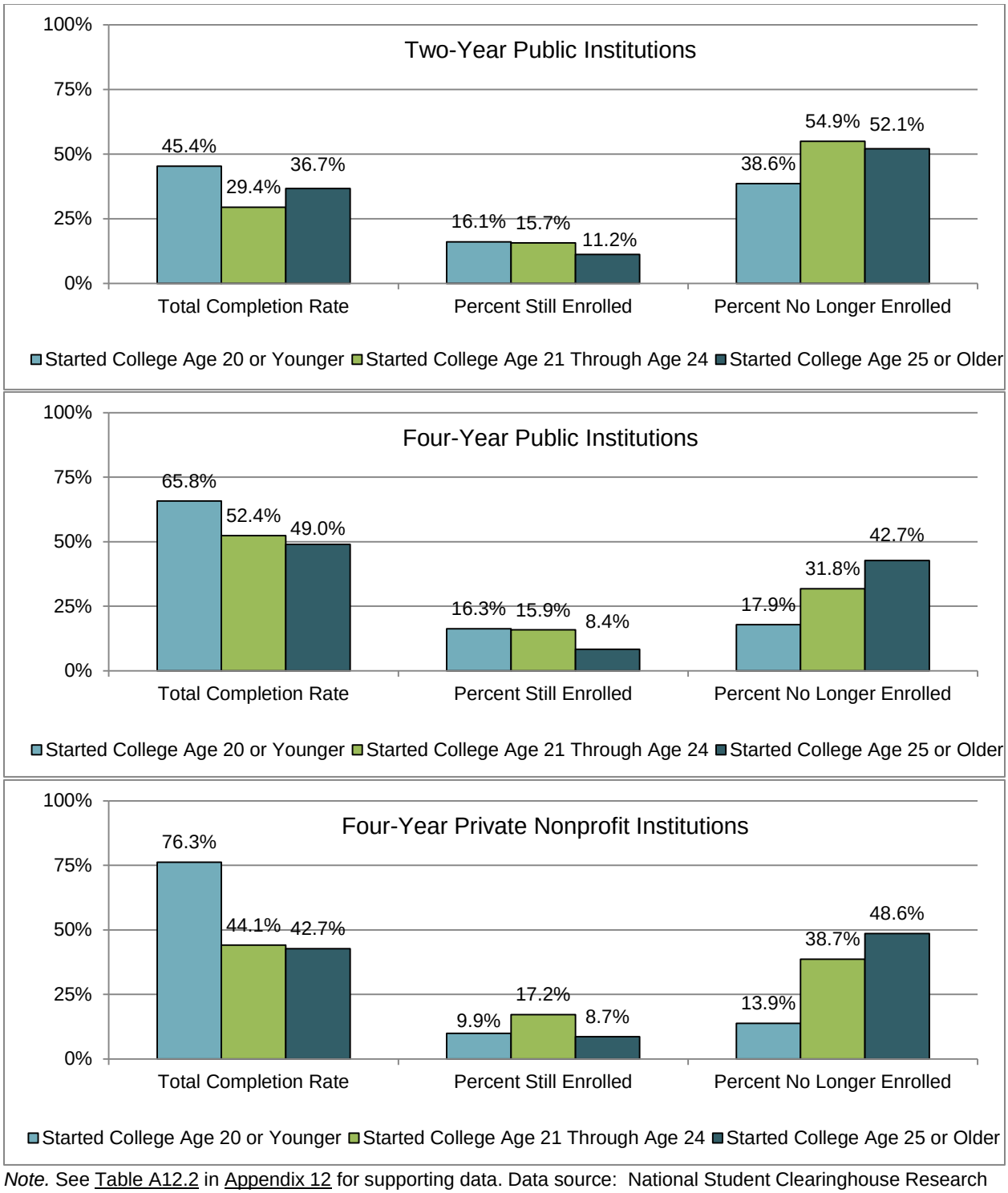
- As shown in Figure 2.3.7, students who started college when they were age 20 or younger were more likely to complete degrees or certificate programs than students who didn't start college until they were over the age of 20, regardless of whether they initially enrolled at two-year public, four-year public, or four-year private nonprofit institutions.

- Students who started college when they were age 21 through age 24 were less likely to complete degrees at two-year public institutions than students who started college when they were 25 years or older.

- The highest total completion rate for the students 20 years of age or younger was 76.3% at the four-year private nonprofit schools, while the highest total completion rate for students 21 through 24 was 52.4% at the four-year public institutions, and the highest total completion rate for students 25 or older was 49.0% at four-year public schools.

Figure 2.3.7

Nebraska Six-Year Student Outcomes by Sector and Age Group for First-Time Degree-Seeking Freshmen (Fall 2008)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates*, February 2015.

Nebraska Student Outcomes Compared by Gender

- As shown in Figure 2.3.8, females were more likely than males to have completed degrees or certificate programs within six years, regardless of sector.

- Across all sectors, the percentages of female students who left college before degree completion were much lower than the percentages of male students who dropped out of college. However, at the four-year public and four-year private nonprofit institutions, the persistence rates were higher for males than for females.

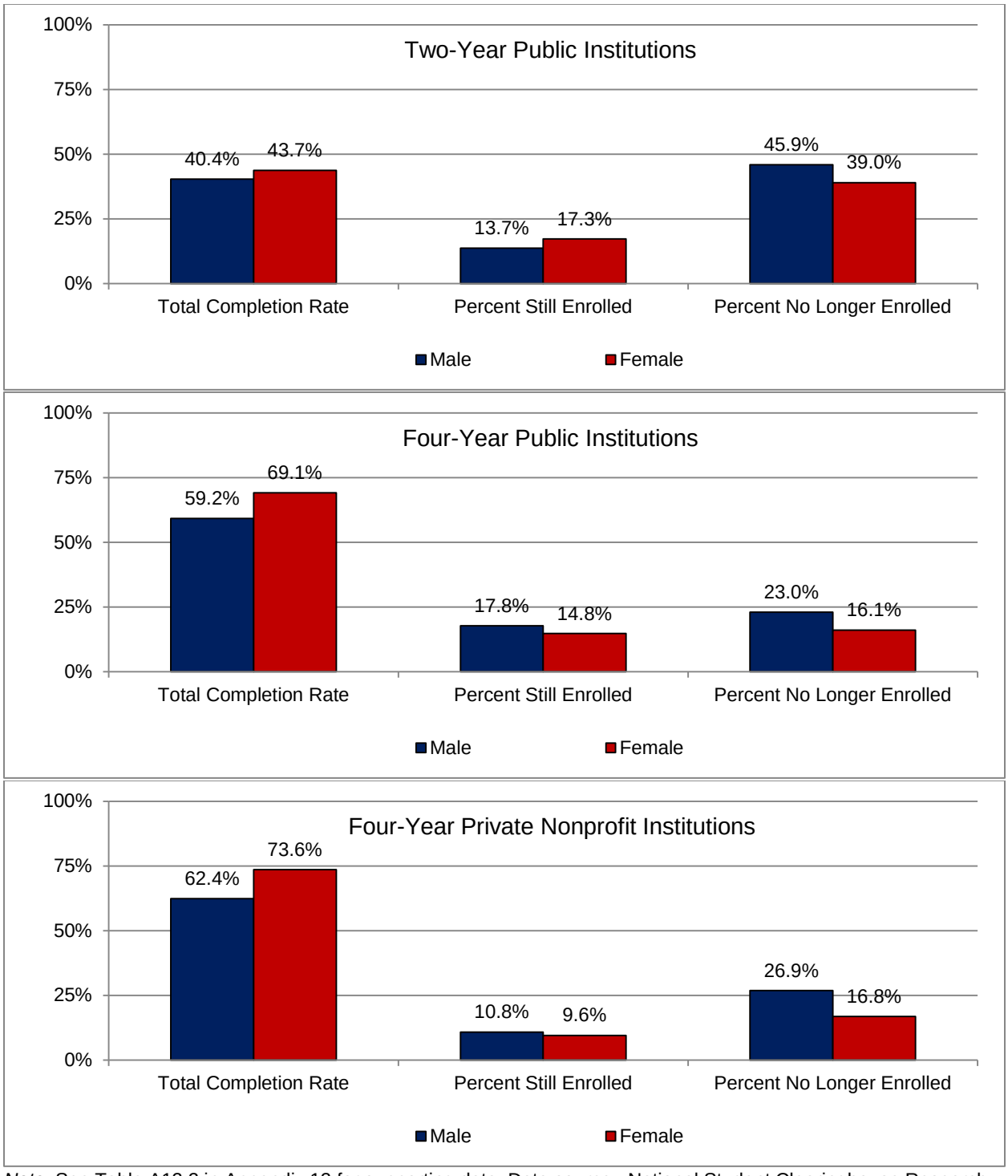
Conclusion

All of the six-year student outcomes for the United States as a whole and for Nebraska's public and private nonprofit institutions are presented in Table A12.2 in Appendix 12 of this report. When the national percentages are compared to Nebraska's percentages, Nebraska's rates were not consistently higher or lower than the national percentages. Instead, Nebraska's outcomes were higher, lower, or about the same as the comparable national rates, depending on the type of institution and the specific student enrollment or age group that was analyzed.

This study clearly shows that students who start college earlier and attend-full time are much more likely to earn degrees and certificates. While this study is not without limitations, it does provide reasonable estimates of the six-year completion and persistence rates for Nebraska's two-year public institutions, four-year public institutions, and four-year private nonprofit institutions, compared to national rates.

Figure 2.3.8

Nebraska Six-Year Student Outcomes by Sector and Gender for First-Time Degree-Seeking Freshmen (Fall 2008)



Note. See Table A12.2 in Appendix 12 for supporting data. Data source: National Student Clearinghouse Research Center, *Completing College: A State-Level View of Student Attainment Rates*, February 2015.

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Section 3

Reversing the Net Out-Migration of College-Educated Nebraskans

Priority 3. Reduce, eliminate, and then reverse the net out-migration of Nebraskans with high levels of educational attainment.

The third priority recommended by the 2003 LR 174 Task Force is to reduce, eliminate, and then reverse the net out-migration of Nebraskans with high levels of educational attainment. This priority was advised because data from the 2000 U.S. Census showed that Nebraska lost more college-educated adults than the state attracted between 1995 and 2000. Furthermore, during the same period, Nebraska attracted a significant net in-migration of adults with less than a high school education.

Based on the most recent data collected by the U.S. Census Bureau, it is not possible to draw firm conclusions about the overall migration patterns of the adults who moved to or from Nebraska since 2000 and particularly about those with higher levels of education. Consequently, this section reviews currently available migration estimates and explains why these estimates do not clearly indicate whether Nebraska is gaining or losing more college-educated adults than it has in the past.

Previous and New Estimates of Adult Migration

An analysis of data collected through the 2000 U.S. Census revealed that, between 1995 and 2000, Nebraska experienced a net out-migration of college graduates that was more than offset by a net in-migration of adults with less than a high school education. The results of this analysis were reported in the *2004 Baseline Report for the LR 174 Higher Education Task Force* and repeated in the *2005 Nebraska Higher Education Progress Report for the LR 75 Legislative Evaluation Task Force* to underscore the importance of developing more employment opportunities for individuals who are educated at Nebraska's colleges and universities. (Table A13.1 in Appendix 13 provides a summary of the 2000 migration data.)

The migration analysis presented in the *2004 Baseline Report* was based on the U.S. Census Bureau's estimates of the numbers of *adults aged 22 to 64* who left and entered the state during the five-year period preceding the 2000 census. These estimates and the resulting estimates of net migration were based on responses to questions asked on the 2000 Census long-form, completed by a one-in-six sample of U.S. households.

Migration estimates based on 2000 census data were included in the *2004 Baseline Report* with the intention that they would later be compared to data collected through the 2010 decennial census. However, the U.S. Census Bureau no longer collects migration data comparable to the data collected in 2000. Instead, the Census Bureau replaced the long-form of the decennial census with the annual American Community Survey (ACS).

The decennial long-form asked each respondent whether household members had lived in their current home five years ago, and, if not, to report the location of their previous residence. In comparison, the ACS form asks if members of a household lived in a different residence one year ago.

Unlike the decennial census, which counts the U.S. population as of April 1st of the census year, the ACS is conducted monthly over the course of the survey year. As a result, the

migrations reported by survey respondents actually can occur within a time frame that ranges from almost a year before the first wave of the survey is conducted in January to shortly before the last wave of the survey is conducted in December. Consequently, the ACS migration data for any given survey year represents a possible migration period that is almost two years long. Furthermore, the second year of this two-year period is almost the same as the first migration year represented in the next survey. Since the ACS migration data are based on overlapping time frames that are each almost two years long, rather than a clearly defined five-year period, ACS migration data are not directly comparable to the decennial census data collected in 2000.

Compared to the decennial census, the major advantage of the ACS is that it provides new estimates of interstate migration every year, rather than only once every ten years. For the purposes of this report, the major disadvantage of the annual ACS is that it provides estimates of the numbers of 22- to 64-year-olds who migrated to and from Nebraska based on small samples of individuals who entered or left the state. As a result, the migration estimates for 22- to 64-year- olds developed from ACS data can vary dramatically from one year to another, not because any significant changes in migration patterns have occurred, but because estimates based on small samples commonly fluctuate as a result of sampling error. In contrast, the migration data collected through the long-form of the decennial census in 2000 were from large samples of respondents, thus resulting in estimates with small margins of error.

First conducted in 2005, the annual nationwide ACS obtains detailed data from a sample of more than three million households, representing up to 2.5% of all households. Using the total ACS sample, the U.S. Census Bureau develops and publishes estimates of the number of adults 25 years of age or older that move in to or out of each state. However, the only way to obtain migration estimates for 22- to 64-year-olds is to develop them based on a smaller sample of ACS data that is available for public use.

The ACS data files that are available for public use include the survey responses obtained from an annual sample of about 1% of Nebraska's households. However, only a small fraction of the individuals surveyed report that they lived in Nebraska for less than a year, and even smaller samples of respondents from other states say that they moved out of Nebraska within one year of the survey. When these groups of respondents are classified by level of education, sample sizes are further reduced, thereby decreasing the reliability of the migration estimates by education level.

Even though migration estimates based on ACS data can be expected to vary quite dramatically from one year to another, they are the *only* available statistics for monitoring Nebraska migration patterns since the 2000 U.S. Census. Consequently, the Coordinating Commission has reported the estimates for 22- to 64-year-olds by education level since ACS data first became available for public use.

This section of the *2016 Progress Report* summarizes the migration estimates based on 2014 ACS data collected from samples of 22- to 64-year olds who migrated to and from the state in 2013 or 2014, and compares these estimates to those based on data from previous surveys.

Migration Estimates for 22- to 64-Year Olds Based on the American Community Survey

Figure 3.1 summarizes the net migration estimates for Nebraska by education level, based on the results of the ACS conducted annually from 2005 to 2014.[36] As shown in this chart, the estimates of net migration based on one year of ACS data vary significantly from one year to another.

When the estimates based on the ten years of ACS data are compared, as shown in Figure 3.1, an overall migration pattern is not clearly revealed. Based on these estimates, it is not possible to draw firm conclusions about the migration trends of Nebraska.

The primary reason for the inconsistent net migration estimates shown in Figure 3.1 is that they are based on very small samples. For example, based on the 2014 ACS data available for public use, 268 more individuals with graduate or professional degrees moved into Nebraska than moved out of the state. This estimate is based on survey responses from 31 individuals who moved to Nebraska and 34 respondents who moved from Nebraska to other states, or a total of 65 individuals who were surveyed in 2014.

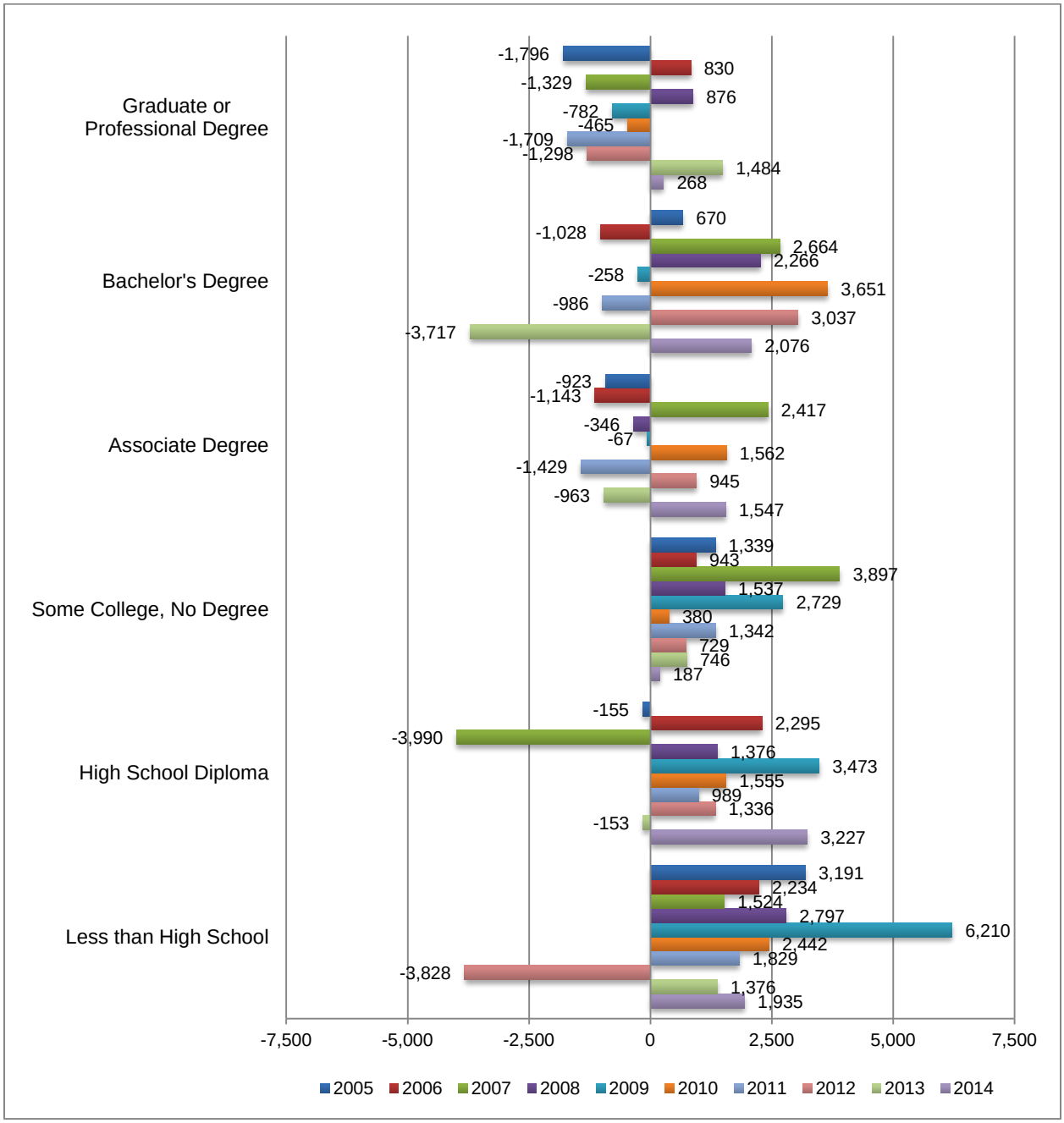
When the margin of error exceeds the absolute value of the point estimate, no conclusions should be drawn about the estimate. Since the estimated net migration of 268 individuals with graduate or professional degrees has a 90% margin of error of +/- 2,156, no conclusions can be drawn. For the 2014 ACS, no conclusions can be drawn about the estimated net migration of those with graduate or professional degrees, bachelor's degrees, or some college but no degree.

It is estimated that Nebraska's overall 2014 net migration of 22- to 64-year-olds was 9,240 +/- 6,699. The estimated overall net migration of 9,240 has a 90% margin of error of +/- 6,699. In other words, if one were to draw indefinite samples of the population, the point estimate would fall between 2,541 and 15,939 90% of the time. Obviously, such a conclusion provides limited help in determining whether the goal of Priority 3 is being achieved. See Table A13.3 in Appendix 13 for more information on confidence intervals for ACS data.

[36] Net migration is the difference between the estimated numbers of individuals who moved to or from Nebraska. If net migration is positive, the number of people who moved to the state is higher than the number who left Nebraska. If net migration is negative, the number of people who left the state exceeded the number who moved to Nebraska.

Figure 3.1

Estimated Nebraska Net Migration of 22- to 64-Year-Olds by Education, Based on the 2005 through 2014 American Community Surveys Conducted by the U.S. Census Bureau

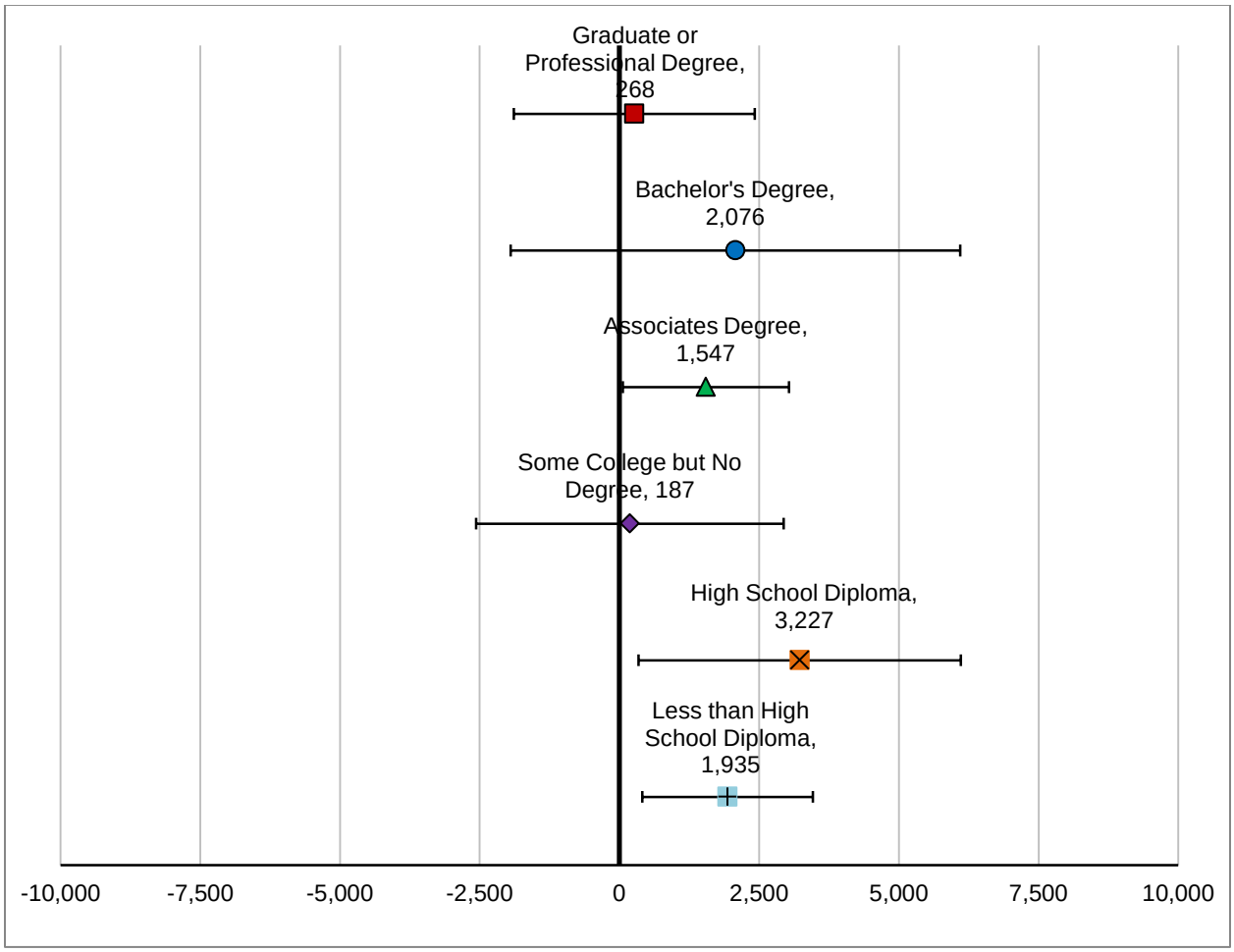


Note. See Table A13.2 in Appendix 13 for supporting data. Data source: U.S. Census Bureau, American Community Survey one-year Public Use Microdata Sample (PUMS) files (2005 through 2014), obtained from the National Center for Higher Education Management Systems (NCHEMS).

Figure 3.2 visually illustrates the margins of error for the net migration estimates that are based on 2014 ACS data. Similar ranges of variability have been calculated for the 2005 through 2013 estimates, as summarized in Figure 3.1. Given that these ranges are relatively wide and the corresponding net migration estimates at each education level vary from one year to the next, it is difficult to draw conclusions about the general migration pattern of working-age adults who moved to or from Nebraska between 2005 and 2014.

Figure 3.2

Estimated Nebraska Net Migration of 22- to 64-Year-Olds by Education, Based on 2014 American Community Survey Data



Note. See Table A13.2 and Table A13.3 in Appendix 13 for the margins of error and the number of cases on which each estimate is based. This chart shows each net migration estimate as the mid-point of the range of values based on the margin of error at the 90% confidence level. Data source: U.S. Census Bureau, American Community Survey one-year Public Use Microdata Sample (PUMS) file (2014), obtained from the National Center for Higher Education Management Systems (NCHEMS).

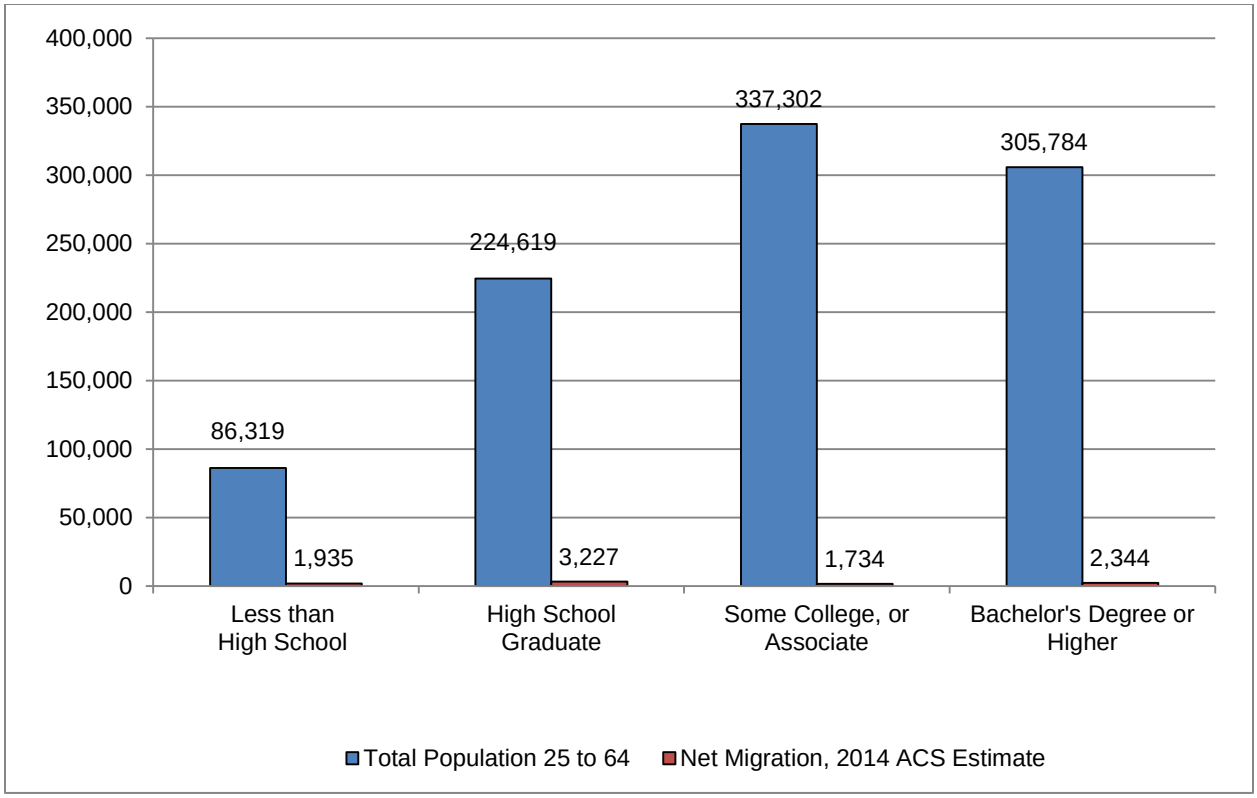
As previously stated, no conclusion can be drawn about a net migration estimate when the margin of error exceeds the estimate at the stated confidence level, and especially when the margin of error is large, relative to the estimate. Conversely, a conclusion can be drawn about the direction of net migration at a given education level if the margin of error is less than the absolute value of the estimated migration.

In the case of individuals with less than high school diplomas, high school graduates, and individuals with associate's degrees, it can be concluded that Nebraska imported more 22- to 64-year-olds with these levels of educational than it exported in 2014. However, the available data are inadequate to precisely determine the magnitude of this positive net migration in 2014.

Additional Information Related to Migration

Although currently available estimates from the U.S. Census Bureau do not reveal a clear picture of overall Nebraska migration patterns, there is still reason to be concerned about the net migration of working-age adults. As illustrated in Figure 3.3 below, the latest available net migration estimate at each education level is small, relative to the corresponding total estimated working-age population of the state. Nevertheless, repeated positive or negative net migration will have a corresponding positive or negative effect on the size and quality of the state's labor force over the long run. Consequently, the Coordinating Commission will continue to monitor annual estimates of the numbers of working-age adults who migrate to and from Nebraska to determine if a clearer, more solidly evidenced picture of Nebraska's net migration pattern emerges from the analysis of ACS data.

Figure 3.4
Estimated Total Nebraska Population of 25-to-64-Year Olds Compared to the Estimated Nebraska Net Migration of 22-to-64-Year Olds by Education, Based on the 2014 American Community Survey



Data sources: Total population estimates obtained from the U.S. Census Bureau, 2014 American Community Survey, Table B23006. Net migration estimates obtained from the National Center for Higher Education Management Systems' (NCHEMS) analysis of the U.S. Census Bureau, American Community Survey one-year Public Use Microdata Sample (PUMS) file (2014).

Appendices

Note. Adjustments are occasionally made to improve data accuracy. Therefore, it is generally advisable to reference the most recent edition of this report. Due to rounding, percentages may not sum to 100.0% for data summarized in this report. Additionally, due to rounding, totals may not equal the sum of their parts.

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Appendix 1

Nebraska College Enrollments

Table A1.1
Nebraska Total Fall Headcount Enrollment by Sector
Fall 2003 through Fall 2015

Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges	Independent Colleges & Universities	For-Profit/Career Schools	Nebraska State Total
2003	46,015	7,652	39,575	24,106	3,244	120,592
2004	45,122	7,650	40,233	25,632	3,436	122,073
2005	45,470	7,753	39,851	26,079	3,487	122,640
2006	45,819	8,108	40,444	27,197	3,975	125,543
2007	47,062	8,494	41,035	28,294	3,653	128,538
2008	47,812	8,543	43,146	28,817	3,392	131,710
2009	49,032	8,835	46,153	32,163	4,587	140,770
2010	49,905	8,846	49,051	33,113	4,978	145,893
2011	50,363	8,726	47,542	33,291	4,037	143,959
2012	50,178	8,939	44,899	32,953	3,678	140,647
2013	50,705	8,984	42,005	33,606	3,639	138,939
2014	51,215	9,002	39,484	33,845	3,164	136,710
2015 Estimated	*51,835*	*9,001*	*38,658*	*35,561*	*2,516*	*137,571*

Note. Statewide official enrollments for 2015 will not be available from IPEDS until mid-2016. All institutions in the for-profit/career school category are operated for profit *except* for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

Table A1.2
Nebraska Total Headcount Enrollment by Sector and by Institution
Fall 2003 through Fall 2015

Total Headcount Enrollment	2003	2004	2005	2006	2007	2008
Nebraska Public Institutions	**93,242**	**93,005**	**93,074**	**94,371**	**96,591**	**99,501**
University of Nebraska	**46,015**	**45,122**	**45,470**	**45,819**	**47,062**	**47,812**
NCTA-Curtis	215	220	262	272	327	289
University of Nebraska at Kearney	6,379	6,382	6,445	6,468	6,478	6,543
University of Nebraska-Lincoln	22,559	21,792	21,675	22,106	22,973	23,573
University of Nebraska Medical Center	2,865	2,904	2,995	3,067	3,128	3,194
University of Nebraska at Omaha	13,997	13,824	14,093	13,906	14,156	14,213
Nebraska State College System	**7,652**	**7,650**	**7,753**	**8,108**	**8,494**	**8,543**
Chadron State College	2,711	2,569	2,472	2,577	2,660	2,649
Peru State College	1,624	1,683	1,959	2,124	2,307	2,328
Wayne State College	3,317	3,398	3,322	3,407	3,527	3,566
Nebraska Community Colleges	**39,575**	**40,233**	**39,851**	**40,444**	**41,035**	**43,146**
Central Community College	6,483	6,524	6,564	6,543	6,531	6,885
Metropolitan Community College	12,838	12,961	13,237	14,098	14,804	15,055
Mid-Plains Community College	3,084	2,957	2,607	3,030	2,715	2,708
Northeast Community College	4,858	5,053	5,101	5,261	5,149	5,140
Southeast Community College	9,672	10,079	10,059	9,594	9,603	10,419
Western Nebraska Community College	2,640	2,659	2,283	1,918	2,233	2,939
Nebraska Independent Institutions	**24,106**	**25,632**	**26,079**	**27,197**	**28,294**	**28,817**
Bellevue University	4,843	5,524	5,929	6,808	7,792	8,278
Bryan College of Health Sciences	242	305	369	381	397	493
Clarkson College	596	666	711	789	788	820
College of Saint Mary	910	994	955	960	973	953
Concordia University-Seward	1,317	1,315	1,330	1,251	1,279	1,344
Creighton University	6,537	6,722	6,791	6,981	6,992	7,051
Dana College	582	639	673	602	634	546
Doane College-Crete	2,273	2,429	2,394	922	921	894
Doane College-Lincoln	-	-	-	1,560	1,649	1,651
Grace University	598	540	440	410	431	433
Hastings College	1,113	1,153	1,189	1,137	1,138	1,153
Little Priest Tribal College	130	154	109	95	120	116
Midland University	944	947	926	932	827	803
Nebraska Christian College	159	155	143	159	101	164
Nebraska Indian Community College	190	190	107	115	89	92
Nebraska Methodist College of Nursing and Allied Health	421	529	565	587	592	589
Nebraska Wesleyan University	1,840	1,953	2,016	2,068	2,107	2,086
Summit Christian College	48	38	52	43	51	41
Union College	902	936	930	956	1,009	914
York College	461	443	450	441	404	396
Nebraska Public and Independent Colleges and Universities	**117,348**	**118,637**	**119,153**	**121,568**	**124,885**	**128,318**

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Table A1.2 Continued						
Total Headcount Enrollment	2009	2010	2011	2012	2013	2014
Nebraska Public Institutions	**104,020**	**107,802**	**106,631**	**104,016**	**101,694**	***99,701***
University of Nebraska	**49,032**	**49,905**	**50,363**	**50,178**	**50,705**	**51,215**
NCTA-Curtis	425	383	333	331	300	384
University of Nebraska at Kearney	6,650	6,753	7,100	7,199	7,052	6,902
University of Nebraska-Lincoln	24,100	24,610	24,593	24,207	24,445	25,006
University of Nebraska Medical Center	3,237	3,494	3,625	3,655	3,681	3,696
University of Nebraska at Omaha	14,620	14,665	14,712	14,786	15,227	15,227
Nebraska State College System	**8,835**	**8,846**	**8,726**	**8,939**	**8,984**	**9,002**
Chadron State College	2,712	2,759	2,851	2,994	3,056	3,033
Peru State College	2,492	2,518	2,358	2,390	2,422	2,499
Wayne State College	3,631	3,569	3,517	3,555	3,506	3,470
Nebraska Community Colleges	**46,153**	**49,051**	**47,542**	**44,899**	**42,005**	**39,484**
Central Community College	7,320	7,527	7,521	7,283	6,906	6,377
Metropolitan Community College	17,003	18,523	18,518	17,376	15,752	14,675
Mid-Plains Community College	2,765	2,987	2,623	2,591	2,491	2,143
Northeast Community College	5,205	5,377	5,161	5,251	5,145	5,061
Southeast Community College	11,556	12,242	11,479	10,168	9,751	9,392
Western Nebraska Community College	2,304	2,395	2,240	2,230	1,960	1,836
Nebraska Independent Institutions	**32,163**	**33,113**	**33,291**	**32,953**	**33,606**	**33,845**
Bellevue University	10,407	10,407	10,304	9,942	9,788	9,879
Bryan College of Health Sciences	500	528	636	714	711	691
Clarkson College	934	980	1,114	1,204	1,238	1,221
College of Saint Mary	1,120	1,070	1,063	1,037	970	1,018
Concordia University-Seward	1,717	2,146	2,196	2,091	2,206	2,332
Creighton University	7,385	7,662	7,730	7,736	8,019	8,236
Dana College	596	-	-	-	-	-
Doane College-Crete	964	1,045	1,068	1,149	1,113	1,065
Doane College-Lincoln	1,674	1,698	1,633	1,635	1,653	1,559
Grace University	490	481	459	439	481	469
Hastings College	1,154	1,193	1,240	1,112	1,144	1,212
Little Priest Tribal College	141	148	172	144	144	127
Midland University	716	1,117	1,030	1,126	1,288	1,362
Nebraska Christian College	123	141	131	139	150	136
Nebraska Indian Community College	129	177	163	150	199	120
Nebraska Methodist College of Nursing and Allied Health	672	765	847	878	943	1,000
Nebraska Wesleyan University	2,093	2,138	2,070	2,065	2,149	2,083
Summit Christian College	35	38	39	39	29	40
Union College	883	901	886	881	911	887
York College	430	478	510	472	470	408
Nebraska Public and Independent Colleges and Universities	**136,183**	**140,915**	**139,922**	**136,969**	**135,300**	**133,546**

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Table A1.2 Continued						
Total Headcount Enrollment	*Est. 2015*		1-Year Change 13–14	*Est. 1-Year Change 14–15*	11-Year Change 03–14	*Est. 12-Year Change 03–15*
Nebraska Public Institutions	***99,494***		**-2.0%**	***-0.2%***	**6.9%**	***6.7%***
University of Nebraska	***51,835***		**1.0%**	***1.2%***	**11.3%**	***12.6%***
NCTA-Curtis	*512*		28.0%	*33.3%*	78.6%	*138.1%*
University of Nebraska at Kearney	*6,747*		-2.1%	*-2.2%*	8.2%	*5.8%*
University of Nebraska-Lincoln	*25,260*		2.3%	*1.0%*	10.8%	*12.0%*
University of Nebraska Medical Center	*3,790*		0.4%	*2.5%*	29.0%	*32.3%*
University of Nebraska at Omaha	*15,526*		0.0%	*2.0%*	8.8%	*10.9%*
Nebraska State College System	***9,001***		**0.2%**	***0.0%***	**17.6%**	***17.6%***
Chadron State College	*3,038*		-0.8%	*0.2%*	11.9%	*12.1%*
Peru State College	*2,510*		3.2%	*0.4%*	53.9%	*54.6%*
Wayne State College	*3,453*		-1.0%	*-0.5%*	4.6%	*4.1%*
Nebraska Community Colleges	***38,658***		**-6.0%**	***-2.1%***	**-0.2%**	***-2.3%***
Central Community College	*6,227*		-7.7%	*-2.4%*	-1.6%	*-3.9%*
Metropolitan Community College	*14,812*		-6.8%	*0.9%*	14.3%	*15.4%*
Mid-Plains Community College	*2,143*		-14.0%	*0.0%*	-30.5%	*-30.5%*
Northeast Community College	*5,051*		-1.6%	*-0.2%*	4.2%	*4.0%*
Southeast Community College	*9,193*		-3.7%	*-2.1%*	-2.9%	*-5.0%*
Western Nebraska Community College	*1,232*		-6.3%	*-32.9%*	-30.5%	*-53.3%*
Nebraska Independent Institutions	***35,561***		**0.7%**	***5.1%***	**40.4%**	***47.5%***
Bellevue University	*9,775*		0.9%	*-1.1%*	104.0%	*101.8%*
Bryan College of Health Sciences	*704*		-2.8%	*1.9%*	185.5%	*190.9%*
Clarkson College	*1,254*		-1.4%	*2.7%*	104.9%	*110.4%*
College of Saint Mary	*1,001*		4.9%	*-1.7%*	11.9%	*10.0%*
Concordia University-Seward	*3,935*		5.7%	*68.7%*	77.1%	*198.8%*
Creighton University	*8,435*		2.7%	*2.4%*	26.0%	*29.0%*
Dana College	-		-	-	-	-
Doane College-Crete	*1,057*		-4.3%	*-0.8%*	-53.1%	*-53.5%*
Doane College-Lincoln	*1,584*		-5.7%	*1.6%*	-	-
Grace University	*465*		-2.5%	*-0.9%*	-21.6%	*-22.2%*
Hastings College	*1,206*		5.9%	*-0.5%*	8.9%	*8.4%*
Little Priest Tribal College	*132*		-11.8%	*3.9%*	-2.3%	*1.5%*
Midland University	*1,365*		5.7%	*0.2%*	44.3%	*44.6%*
Nebraska Christian College	*127*		-9.3%	*-6.6%*	-14.5%	*-20.1%*
Nebraska Indian Community College	*134*		-39.7%	*11.7%*	-36.8%	*-29.5%*
Nebraska Methodist College of Nursing and Allied Health	*1,001*		6.0%	*0.1%*	137.5%	*137.8%*
Nebraska Wesleyan University	*2,057*		-3.1%	*-1.2%*	13.2%	*11.8%*
Summit Christian College	*37*		37.9%	*-7.5%*	-16.7%	*-22.9%*
Union College	*903*		-2.6%	*1.8%*	-1.7%	*0.1%*
York College	*389*		-13.2%	*-4.7%*	-11.5%	*-15.6%*
Nebraska Public and Independent Colleges and Universities	***135,055***		**-1.3%**	***1.1%***	**13.8%**	***15.1%***

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Table A1.2 Continued						
Total Headcount Enrollment	2003	2004	2005	2006	2007	2008
For-Profit Institutions	**3,244**	**3436**	**3487**	**3975**	**3653**	**3,392**
Degree-Granting For-Profit/Career Schools	**2,456**	**2,571**	**2,654**	**3,109**	**2,685**	**2,346**
Alegent Health School of Radiologic Technology	26	27	27	26	23	22
ITT Technical Institute-Omaha	405	449	488	441	490	532
Kaplan University-Lincoln Campus	461	578	709	826	522	429
Kaplan University-Omaha Campus	656	649	641	788	631	660
Mary Lanning Memorial Hospital School of Radiologic Technology[a]	13	17	21	20	19	20
Myotherapy Institute	55	69	52	43	35	29
National American University-Bellevue	-	-	-	-	-	-
Omaha School of Massage and Healthcare of Herzing University	94	95	165	88	122	145
The Creative Center	129	93	81	101	107	118
Universal College of Healing Arts	-	-	48	96	100	55
University of Phoenix-Omaha Campus	-	-	-	115	127	60
Vatterott College	237	215	56	2	-	-
Vatterott College-Spring Valley	380	379	366	563	509	276
Non-Degree-Granting For-Profit/Career Schools	**788**	**865**	**833**	**866**	**968**	**1,046**
Capitol School of Hairstyling and Esthetics	86	93	83	89	98	90
College of Hair Design	125	172	172	136	203	230
College of Hair Design-East Campus	-	-	-	-	-	-
Fullen School of Hair Design	27	25	11	12	23	34
Joseph's College	329	340	325	317	302	365
La'James International College	96	89	79	90	88	49
Regional West Medical Center School of Radiologic Technology	10	11	13	12	11	10
Xenon International Academy-Omaha	115	135	150	210	243	268
Nebraska State Total	**120,592**	**122,073**	**122,640**	**125,543**	**128,538**	**131,710**

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Table A1.2 Continued						
Total Headcount Enrollment	2009	2010	2011	2012	2013	2014
For-Profit Institutions	**4,587**	**4,978**	**4,037**	**3,678**	**3,639**	**3,164**
Degree-Granting For-Profit/Career Schools	**3,475**	**3,815**	**2,992**	**2,626**	**2,672**	**2,319**
Alegent Health School of Radiologic Technology	22	22	19	17	22	22
ITT Technical Institute-Omaha	617	732	735	597	505	395
Kaplan University-Lincoln Campus	644	690	469	462	501	593
Kaplan University-Omaha Campus	1,071	1,059	721	615	795	720
Mary Lanning Memorial Hospital School of Radiologic Technology[a]	19	20	-	-	-	-
Myotherapy Institute	26	45	38	29	23	15
National American University-Bellevue	-	-	-	168	227	191
Omaha School of Massage and Healthcare of Herzing University	104	236	179	148	121	146
The Creative Center	127	114	119	109	86	78
Universal College of Healing Arts	61	55	46	27	28	14
University of Phoenix-Omaha Campus	36	76	79	71	34	0
Vatterott College	-	-	-	-	-	-
Vatterott College-Spring Valley	748	766	587	383	330	145
Non-Degree-Granting For-Profit/Career Schools	**1,112**	**1,163**	**1,045**	**1,052**	**967**	**845**
Capitol School of Hairstyling and Esthetics	121	104	131	148	144	116
College of Hair Design	160	220	130	138	116	98
College of Hair Design-East Campus	92	154	169	140	114	112
Fullen School of Hair Design	40	40	43	32	34	29
Joseph's College	353	303	264	308	281	229
La'James International College	51	47	40	39	33	24
Regional West Medical Center School of Radiologic Technology	9	10	8	9	8	7
Xenon International Academy-Omaha	286	285	260	238	237	230
Nebraska State Total	**140,770**	**145,893**	**143,959**	**140,647**	**138,939**	**136,710**

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Table A1.2 Continued						
Total Headcount Enrollment	*Est. 2015*		1-Year Change 13–14	*Est. 1-Year Change 14–15*	11-Year Change 03–14	*Est. 12-Year Change 03–15*
For-Profit Institutions	***2,516***		**-13.1%**	***-20.5%***	**-2.5%**	***-22.4%***
Degree-Granting For-Profit/Career Schools	***1,878***		**-13.2%**	***-19.0%***	**-5.6%**	***-23.5%***
Alegent Health School of Radiologic Technology	*19*		0.0%	*-13.6%*	-15.4%	*-26.9%*
ITT Technical Institute-Omaha	*335*		-21.8%	*-15.2%*	-2.5%	*-17.3%*
Kaplan University-Lincoln Campus	*497*		18.4%	*-16.2%*	28.6%	*7.8%*
Kaplan University-Omaha Campus	*677*		-9.4%	*-6.0%*	9.8%	*3.2%*
Mary Lanning Memorial Hospital School of Radiologic Technology[a]	*-*		-	*-*	-	*-*
Myotherapy Institute	*22*		-34.8%	*46.7%*	-72.7%	*-60.0%*
National American University-Bellevue	*112*		-15.9%	*-41.4%*	-	-
Omaha School of Massage and Healthcare of Herzing University	*103*		20.7%	*-29.5%*	55.3%	*9.6%*
The Creative Center	*63*		-9.3%	*-19.2%*	-39.5%	*-51.2%*
Universal College of Healing Arts	*50*		-50.0%	*257.1%*	-	-
University of Phoenix-Omaha Campus	*-*		-100.0%	*-*	-	-
Vatterott College	*-*		-	*-*	-100.0%	*-100.0%*
Vatterott College-Spring Valley	*0*		-56.1%	*-100.0%*	-61.8%	*-100.0%*
Non-Degree-Granting For-Profit/Career Schools	***638***		**-12.6%**	***-24.5%***	**7.2%**	***-19.0%***
Capitol School of Hairstyling and Esthetics	*80*		-19.4%	*-31.0%*	34.9%	*-7.0%*
College of Hair Design	*92*		-15.5%	*-6.1%*	-21.6%	*-26.4%*
College of Hair Design-East Campus	*63*		-1.8%	*-43.8%*	-	-
Fullen School of Hair Design	*23*		-14.7%	*-20.7%*	7.4%	*-14.8%*
Joseph's College	*171*		-18.5%	*-25.3%*	-30.4%	*-48.0%*
La'James International College	*24*		-27.3%	*0.0%*	-75.0%	*-75.0%*
Regional West Medical Center School of Radiologic Technology	*14*		-12.5%	*100.0%*	-30.0%	*40.0%*
Xenon International Academy-Omaha	*171*		-3.0%	*-25.7%*	100.0%	*48.7%*
Nebraska State Total	***137,571***		**-1.6%**	***0.6%***	**13.4%**	***14.1%***

Note. All institutions in the for-profit category are operated for profit *except* for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. Sector totals and yearly percentage increases/decreases for degree-granting and non-degree-granting for-profit/career schools may be different from those published in prior editions of the *Progress Report* due to schools changing from the non-degree- to the degree-granting category. Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), IPEDS fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

[a] Beginning in 2011, Mary Lanning Memorial Hospital School of Radiologic Technology reports enrollment through the University of Nebraska at Kearney.

Table A1.3
Nebraska 12-Month Unduplicated Headcount Enrollment by Public Sector
2003–2004 Academic Year through 2014–2015 Academic Year

Academic Year	University of Nebraska	Nebraska State College System	Nebraska Community Colleges
2003–2004	54,075	10,691	73,188
2004–2005	52,970	10,889	76,344
2005–2006	53,240	10,573	81,666
2006–2007	53,591	10,807	82,708
2007–2008	54,725	11,020	85,610
2008–2009	55,418	11,039	86,335
2009–2010	56,737	11,250	88,865
2010–2011	57,450	11,540	87,335
2011–2012	57,913	11,397	85,780
2012–2013	57,626	11,520	84,583
2013–2014	58,373	11,584	78,308
2014–2015	57,925	11,537	69,560

Data source: National Center for Education Statistics, IPEDS 2004 through 2015 surveys.

Table A1.4
Nebraska First-Time Freshmen Enrollment by Sector
Fall 2003 through Fall 2015

Part A: Full-Time, First-Time Freshmen

Number of Students	2003	2004	2005	2006	2007	2008
University of Nebraska	6,327	6,023	6,392	6,626	6,861	7,058
Nebraska State College System	1,231	1,087	1,072	1,164	1,261	1,265
Nebraska Community Colleges	3,942	3,849	4,174	4,175	4,668	4,540
Nebraska Independent Colleges and Universities	3,613	3,451	3,323	3,278	3,336	3,153
For-Profit/Career Schools	1,708	1,638	1,342	1,095	1,203	751
Nebraska Total	16,821	16,048	16,303	16,338	17,329	16,767
% of Total Freshmen Enrolled	88.7%	88.8%	89.4%	89.3%	91.1%	90.9%

Number of Students	2009	2010	2011	2012	2013	2014
University of Nebraska	6,804	7,011	6,909	6,785	7,267	7,478
Nebraska State College System	1,296	1,304	1,240	1,286	1,420	1,399
Nebraska Community Colleges	5,127	5,192	4,747	4,789	4,475	4,235
Nebraska Independent Colleges and Universities	3,238	3,221	3,151	3,126	3,383	3,295
For-Profit/Career Schools	908	825	516	414	476	372
Nebraska Total	17,373	17,553	16,563	16,400	17,021	16,779
% of Total Freshmen Enrolled	90.1%	89.3%	89.6%	89.1%	89.5%	90.3%

Percentage Changes	***Est. 2015***		1-Year Change 13–14	*Est. 1-Year Change 14–15*	11-Year Change 03–14	*Est. 12-Year Change 03–15*
University of Nebraska	*7,517*		2.9%	*0.5%*	18.2%	*18.8%*
Nebraska State College System	*1,302*		-1.5%	*-6.9%*	13.6%	*5.8%*
Nebraska Community Colleges	*3,918*		-5.4%	*-7.5%*	7.4%	*-0.6%*
Nebraska Independent Colleges and Universities	*3,443*		-2.6%	*4.5%*	-8.8%	*-4.7%*
For-Profit/Career Schools	*315*		-21.8%	*-15.3%*	-78.2%	*-81.6%*
Nebraska Total	*16,495*		**-1.4%**	***-1.7%***	**-0.2%**	***-1.9%***
% of Total Freshmen Enrolled	*89.6%*					

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Table A1.4 Continued

Part B: Part-Time, First-Time Freshmen

Number of Students	2003	2004	2005	2006	2007	2008
University of Nebraska	174	157	124	144	141	95
Nebraska State College System	62	66	60	29	21	27
Nebraska Community Colleges	1,505	1,423	1,499	1,592	1,374	1,293
Nebraska Independent Colleges and Universities	220	193	88	99	66	187
For-Profit/Career Schools	185	187	162	92	94	76
Nebraska Total	2,146	2,026	1,933	1,956	1,696	1,678
% of Total Freshmen Enrolled	11.3%	11.2%	10.6%	10.7%	8.9%	9.1%

Number of Students	2009	2010	2011	2012	2013	2014
University of Nebraska	94	112	129	145	134	125
Nebraska State College System	28	23	20	27	12	20
Nebraska Community Colleges	1,462	1,607	1,515	1,565	1,669	1,574
Nebraska Independent Colleges and Universities	149	154	193	195	83	37
For-Profit/Career Schools	170	201	67	80	103	51
Nebraska Total	1,903	2,097	1,924	2,012	2,001	1,807
% of Total Freshmen Enrolled	9.9%	10.7%	10.4%	10.9%	10.5%	9.7%

Percentage Changes	***Est. 2015***		1-Year Change 13–14	*Est. 1-Year Change 14–15*	11-Year Change 03–14	*Est. 12-Year Change 03–15*
University of Nebraska	*147*		-6.7%	*17.6%*	-28.2%	*-15.5%*
Nebraska State College System	*14*		66.7%	*-30.0%*	-67.7%	*-77.4%*
Nebraska Community Colleges	*1,605*		-5.7%	*2.0%*	4.6%	*6.6%*
Nebraska Independent Colleges and Universities	*62*		-55.4%	*67.6%*	-83.2%	*-71.8%*
For-Profit/Career Schools	*84*		-50.5%	*64.7%*	-72.4%	*-54.6%*
Nebraska Total	*1,912*		**-9.7%**	***5.8%***	**-15.8%**	***-10.9%***
% of Total Freshmen Enrolled	*10.4%*					

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Table A1.4 Continued

Part C: Total First-Time Freshmen

Number of Students	2003	2004	2005	2006	2007	2008
University of Nebraska	6,501	6,180	6,516	6,770	7,002	7,153
Nebraska State College System	1,293	1,153	1,132	1,193	1,282	1,292
Nebraska Community Colleges	5,447	5,272	5,673	5,767	6,042	5,833
Nebraska Independent Colleges and Universities	3,833	3,644	3,411	3,377	3,402	3,340
For-Profit/Career Schools	1,893	1,825	1,504	1,187	1,297	827
Nebraska Total	18,967	18,074	18,236	18,294	19,025	18,445

Number of Students	2009	2010	2011	2012	2013	2014
University of Nebraska	6,898	7,123	7,038	6,930	7,401	7,603
Nebraska State College System	1,324	1,327	1,260	1,313	1,432	1,419
Nebraska Community Colleges	6,589	6,799	6,262	6,354	6,144	5,809
Nebraska Independent Colleges and Universities	3,387	3,375	3,344	3,321	3,466	3,332
For-Profit/Career Schools	1,078	1,026	583	494	579	423
Nebraska Total	19,276	19,650	18,487	18,412	19,022	18,586

Percentage Changes	***Est. 2015***		1-Year Change 13–14	*Est. 1-Year Change 14–15*	11-Year Change 03–14	*Est. 12-Year Change 03–15*
University of Nebraska	*7,664*		2.7%	*0.8%*	17.0%	*17.9%*
Nebraska State College System	*1,316*		-0.9%	*-7.3%*	9.7%	*1.8%*
Nebraska Community Colleges	*5,523*		-5.5%	*-4.9%*	6.6%	*1.4%*
Nebraska Independent Colleges and Universities	*3,505*		-3.9%	*5.2%*	-13.1%	*-8.6%*
For-Profit/Career Schools	*399*		-26.9%	*-5.7%*	-77.7%	*-78.9%*
Nebraska Total	*18,407*		**-2.3%**	***-1.0%***	**-2.0%**	***-3.0%***

Note. All institutions in the for-profit category are operated for profit *except* for the three schools of radiologic technology, which are operated by not-for-profit hospitals or medical centers. Data sources: For 2003–2014 data, National Center for Education Statistics (NCES), IPEDS fall 2003 through fall 2014 surveys. Preliminary enrollments for fall 2015 were collected from each institution by the Coordinating Commission for Postsecondary Education, February 2016.

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Appendix 2

Actual and Projected Numbers of Nebraska High School Graduates

Table A2.1
Numbers of Nebraska High School Graduates
2002–2003 through 2014–2015

School Year	Type of School/Agency			Total Number of Graduates	One-Year % Change
	Public Schools	Nonpublic Schools	ESU & SO		
02–03	19,604	2,234	134	21,972	
03–04	19,462	2,162	94	21,718	- 1.2%
04–05	19,225	2,297	125	21,647	- 0.3%
05–06	18,918	2,201	69	21,188	- 2.1%
06–07	18,951	2,186	104	21,241	0.3%
07–08	19,987	2,158	40	22,185	4.4%
08–09	19,401	2,121	96	21,618	- 2.6%
09–10	19,293	2,143	77	21,513	- 0.5%
10–11	20,313	2,205	119	22,637	5.2%
11–12	20,379	2,192	107	22,678	0.2%
12–13	20,326	2,197	118	22,641	- 0.2%
13–14	20,359	2,557	88	23,004	1.6%
14–15	20,281	2,544	87	22,912	-0.4%

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. ESU = Educational service units; SO = State-operated schools. Data source: Nebraska Department of Education, December 2007 (2002–03 through 2005–06 data), January 2009 (2006–07 data), February 2010 (2007–08 data), February 2011 (2008–09 and 2009–10 data), February 2012 (2010–11 data), December 2012 (2011–12 data), January 2014 (2012–13 data), January 2015 (2013–14 data), and January 2016 (2014–15 data).

Table A2.2
Actual and Projected Numbers of Nebraska High School Graduates
2002–2003 through 2024–2025

Academic Year	Public by Race/Ethnicity						Public Total	Non Public Total	Total
	White (non-Hispanic)	Asian/ Pacific Islander	Hispanic	Native American	Black (non-Hispanic)	Race/ Ethnicity Total			
Actual									
02–03	17,541	279	776	167	841	19,604	19,604	2,234	21,838
03–04	17,211	309	890	168	884	19,462	19,462	2,162	21,624
04–05	16,825	324	1,076	179	821	19,225	19,225	2,297	21,522
05–06	16,389	337	1,119	181	892	18,918	18,918	2,201	21,119
06–07	16,354	330	1,172	196	899	18,951	18,951	2,186	21,137
07–08	16,930	355	1,430	225	1,047	19,987	19,987	2,158	22,145
08–09	16,203	328	1,609	222	1,039	19,401	19,401	2,121	21,522
09–10	15,878	351	1,801	186	1,077	19,293	19,293	2,143	21,436
10–11	15,779	380	2,351	237	1,074	19,821	20,313	2,205	22,518
11–12	15,399	451	2,516	265	1,223	19,854	20,379	2,192	22,571
12–13	15,268	408	2,654	227	1,233	19,790	20,326	2,197	22,523
13–14	14,964	507	2,907	211	1,179	19,768	20,359	2,557	22,916
14–15	14,817	503	3,026	228	1,112	19,686	20,281	2,544	22,825
Projected									
14–15	14,381	495	2,477	199	968	18,520	19,075	1,801	20,876
15–16	14,527	493	2,562	175	999	18,757	19,336	1,783	21,119
16–17	14,573	551	2,712	202	997	19,035	19,644	1,737	21,381
17–18	14,795	537	2,966	223	1,071	19,593	20,209	1,724	21,933
18–19	14,822	640	3,088	225	1,098	19,873	20,524	1,691	22,216
19–20	15,008	619	3,319	218	1,064	20,227	20,871	1,604	22,475
20–21	15,144	700	3,366	225	1,102	20,538	21,156	1,607	22,763
21–22	15,400	733	3,612	233	1,146	21,123	21,772	1,736	23,508
22–23	14,830	726	3,783	248	1,384	20,971	21,532	1,722	23,253
23–24	15,022	698	3,897	275	1,558	21,451	22,003	1,743	23,747
24–25	15,070	733	3,912	284	1,631	21,629	22,157	1,741	23,898

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. The actual and projected public totals do not include graduates from education service units or state-operated schools. Beginning in 2010–2011, the actual race/ethnicity total does not equal the public total because students in the "two or more races" category are not included in the race/ethnicity total. They are, however, included in the public total. (Number of multiracial public high school graduates by year: 2010–11 = 492, 2011–12 = 525, 2012–13 = 536, 2013–14 = 591, 2014–15 = 595.) The projected race/ethnicity total does not equal the projected total number of public school graduates, due to differences in the way historical data may have been reported by the state and because graduates for each race/ethnicity were projected independently from the total public projections. The sum of the projected public and nonpublic graduates may not equal the total graduates, and the sum of the projected races may not equal the race/ethnicity total. Data sources: For actual numbers of graduates: Nebraska Department of Education, December 2007 (2002–03 through 2005–06 data), January 2009 (2006–07 data), February 2010 (2007–08 data), February 2011 (2008–09 and 2009–10 data), February 2012 (2010–11 data), December 2012 (2011–12 data), January 2014 (2012–13 data), January 2015 (2013–14 data), and January 2016 (2014–15 data) For projected numbers of graduates: *Knocking at the College Door*, Western Interstate Commission for Higher Education (WICHE), December 2012. Data downloaded from: wiche.edu/pub/16556.

Table A2.3
Actual and Projected Changes in the Numbers and Percentages of Public High School Graduates by Race/Ethnicity: 2014–2015 Compared to 2002–2003 Baseline and 2024–2025 Projections

Race/Ethnicity	2002–2003[a]		2014–2015		Actual % Change 02–03 to 14–15	2024–2025[b]		Projected % Change 14–15 to 24–25
	No. of Grads	% of Grads	Actual No. of Grads	% of Actual Grads		Projected No. of Grads	% of Projected Grads	
White (non-Hispanic)	17,541	89.5%	14,817	73.1%	-15.5%	15,070	69.7%	1.7%
Asian/ Pacific Islander	279	1.4%	503	2.5%	80.3%	733	3.4%	45.7%
Hispanic	776	4.0%	3,026	14.9%	289.9%	3,912	18.1%	29.3%
Native American	167	0.8%	228	1.1%	36.5%	284	1.3%	24.6%
Black (non-Hispanic)	841	4.3%	1,112	5.5%	32.2%	1,631	7.5%	46.7%
Two or More Races	N/A	N/A	595	2.9%	N/A	N/A[b]	N/A[b]	N/A[b]
Total for Public High Schools	19,604		20,281		3.5%	21,630[c]		6.7%[c]

Note. The number of actual graduates and the projected number of graduates do not include graduates of educational service units or state-operated schools. Data source: For actual numbers of graduates: Nebraska Department of Education, December 2007 and January 2015. For projected numbers of graduates: *Knocking at the College Door*, Western Interstate Commission for Higher Education (WICHE), December 2012. Data downloaded from: wiche.edu/pub/16556.

[a]Two or more races was not a racial/ethnic category in 2002–03.

[b]WICHE proportionately allocated, "Two or more races enrollments and graduates to four race groups – American Indian/Alaska Native, Asian/Pacific Islander, black non-Hispanic, and white non-Hispanic – based on each group's average share of the total of the four over the three previous years. (Data in the Hispanic category were not part of the apportionment, because Hispanic is considered an ethnicity not a race.)" (WICHE, page 128). For Nebraska, the three years averaged were 2007–08, 2008–09, and 2009–10.

[c]Because projections were made independently for the publics and non-publics, and for the various race/ethnic groups, the total shown here for 2024–25 does not include 527 projected public high school graduates. WICHE projects a total of 22,157 individuals will graduate from Nebraska's public schools in 2024–25. This is a projected increase of 9.3% between 2014–15 and 2024–25.

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Appendix 3

Nebraska High School Graduation Rates

Explanatory Note A3.1
The Four-Year High School Graduation Rate and Dropout Rate

Prior to the 2010–2011 school year, the Nebraska Department of Education calculated and reported four-year high school graduation rates, using a method of calculating the percentage of students who graduate from high school developed by the National Center for Education Statistics (NCES). The 2009–2010 school year was the last year for which four-year graduation rates were reported for Nebraska high schools.

The **four-year high school graduation rate** was based on the number of students in 9th grade compared to the number of students in the same class who completed high school four years later and received regular diplomas. For the purposes of computing four-year graduation rates, graduates did not include GED recipients or completers who did not receive regular diplomas. Specifically, four-year high school graduation rates were calculated using the following formula:

$$\frac{Number\ of\ high\ school\ diploma\ recipients\ at\ the\ end\ of\ Grade\ 12}{\begin{array}{c}Grade\ 9\ dropouts\ (Year\ 1) + Grade\ 10\ dropouts\ (Year\ 2) + \\ Grade\ 11\ dropouts\ (Year\ 3) + Grade\ 12\ dropouts\ (Year\ 4) + \\ Number\ of\ high\ school\ diplomas\ recipients\ at\ the\ end\ of\ Grade\ 12\end{array}}$$

The Nebraska Department of Education computed a statewide, four-year high school graduation rate for the state's public schools and also computed a four-year high school graduation rate for each public school district in the state. A statewide, four-year high school graduation rate was also calculated for nonpublic schools, but four-year graduation rates were not available for nonpublic schools on an individual basis.

A **four-year high school dropout rate** could be calculated simply by subtracting the four-year graduation rate from 100.0%. This dropout rate also could be calculated by dividing the total number of dropouts from Grade 9 through Grade 12 by the number of high school diploma recipients at the end of Grade 12 plus the total number of dropouts.

In calculating the four-year high school graduation rate, a "dropout" was defined as an individual who was enrolled sometime during the current school year but who was not enrolled at the beginning of the next school year and had not graduated from high school or completed a state- or district-approved education program. A dropout was not an individual who had passed away or who had transferred to another public school, a private school, a home school or another district-approved education program. Dropouts also did not include students who were temporarily absent due to suspension, expulsion or illness.

Explanatory Note A3.2
The Cohort Four-Year High School Graduation Rate

Beginning in the 2010–2011 school year, the Nebraska Department of Education (NDE) started using the **cohort four-year graduation rate** or, more simply, the **cohort graduation rate,** to measure the proportion of Nebraska's public high school students who receive regular diplomas. The cohort graduation rate is not currently calculated for nonpublic schools in Nebraska.

The cohort four-year graduation rate is calculated by dividing the number of students in a graduation cohort who graduate with a regular high school diploma in four years or less, including the summer following the fourth school year, by the number of students in the graduation cohort.

A student belongs to a graduation cohort based on school enrollment status. The demographic subgroups for a graduation cohort are determined by data submitted by the school district and reported at the student's final status.

A cohort represents the group of students sharing an expected graduation year. The expected graduation year is determined by adding four years to the school year when the student reaches 9th grade for the first time and remains unchanged.

For example, the 2015 graduation cohort is the group of students who entered 9th grade for the first time at the beginning of or during the 2011–2012 school year. The expected graduation year for this cohort was the 2014–2015 school year.

A graduation cohort is adjusted by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the four-year cohort period.

Only students who earn and receive regular diplomas are counted as completers in calculating the cohort graduation rate. Students who receive certificates of achievement or attendance, alternative awards, or General Education Diplomas (GED) remain in the cohort, but they are not counted as completers for the purposes of calculating the cohort graduate rate. Instead, they remain only in the denominator. The cohort graduation rate is computed using the following formula:

$$\frac{High\ school\ diploma\ recipients\ (Year\ X)}{1st\ time\ 9th\ graders\ (Year\ X-4)+Students\ who\ transfer\ in-(Students\ who\ transfer\ out, emigrate\ to\ another\ country, or\ die)}$$

A **cohort four-year dropout rate** cannot be calculated simply by subtracting the cohort four-year graduation rate from 100.0%, or by subtracting the number of regular diploma recipients from the total number of students in the cohort. Such calculations are invalid because the number of students who did not receive regular diplomas includes students who are still in school or received other certificates, awards and diplomas, such as the GED, as well as students who dropped out of school or their status is unknown.

Data source: Nebraska Department of Education, 2014–2015 State of the Schools Report, Definitions, http://reportcard.education.ne.gov.

Table A3.1
Four-Year Graduation Rates for Nebraska High Schools by Race/Ethnicity
2002–2003 through 2009–2010

Race/Ethnicity	No. of Graduates	No. of Dropouts 9^{th} – 12^{th} Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate
2002–2003					
Public High Schools					
White (non-Hispanic)	17,541	2,214	19,755	88.8%	11.2%
Asian/Pacific Islander	279	55	334	83.5%	16.5%
Hispanic	776	555	1,331	58.3%	41.7%
Native American	167	131	298	56.0%	44.0%
Black (non-Hispanic)	841	576	1,417	59.4%	40.6%
Public Total	19,604	3,531	23,135	84.7%	15.3%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,064	11	2,075	99.5%	0.5%
Asian/Pacific Islander	55	0	55	100.0%	0.0%
Hispanic	51	1	52	98.1%	1.9%
Native American	7	0	7	100.0%	0.0%
Black (non-Hispanic)	57	2	59	96.6%	3.4%
Nonpublic Total	2,234	14	2,248	99.4%	0.6%
ESU and State-Operated					
White (non-Hispanic)	99	53	152	65.1%	34.9%
Asian/Pacific Islander	0	0	0	N/A	N/A
Hispanic	9	12	21	42.9%	57.1%
Native American	3	7	10	30.0%	70.0%
Black (non-Hispanic)	23	18	41	56.1%	43.9%
ESU & SO Total	134	90	224	59.8%	40.2%
State Total					
White (non-Hispanic)	19,704	2,278	21,982	89.6%	10.4%
Asian/Pacific Islander	334	55	389	85.9%	14.1%
Hispanic	836	568	1,404	59.5%	40.5%
Native American	177	138	315	56.2%	43.8%
Black (non-Hispanic)	921	596	1,517	60.7%	39.3%
State Total	21,972	3,635	25,607	85.8%	14.2%

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Table A3.1 (Continued)					
Race/Ethnicity	No. of Graduates	No. of Dropouts 9^{th} – 12^{th} Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate
2003–2004					
Public High Schools					
White (non-Hispanic)	17,211	1,848	19,059	90.3%	9.7%
Asian/Pacific Islander	309	31	340	90.9%	9.1%
Hispanic	890	510	1,400	63.6%	36.4%
Native American	168	137	305	55.1%	44.9%
Black (non-Hispanic)	884	509	1,393	63.5%	36.5%
Public Total	19,462	3,035	22,497	86.5%	13.5%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,008	8	2,016	99.6%	0.4%
Asian/Pacific Islander	39	0	39	100.0%	0.0%
Hispanic	64	0	64	100.0%	0.0%
Native American	12	0	12	100.0%	0.0%
Black (non-Hispanic)	39	0	39	100.0%	0.0%
Nonpublic Total	2,162	8	2,170	99.6%	0.4%
ESU and State-Operated					
White (non-Hispanic)	71	44	115	61.7%	38.3%
Asian/Pacific Islander	1	0	1	100.0%	0.0%
Hispanic	6	9	15	40.0%	60.0%
Native American	2	2	4	50.0%	50.0%
Black (non-Hispanic)	14	10	24	58.3%	41.7%
ESU & SO Total	94	65	159	59.1%	40.9%
State Total					
White (non-Hispanic)	19,290	1,900	21,190	91.0%	9.0%
Asian/Pacific Islander	349	31	380	91.8%	8.2%
Hispanic	960	519	1,479	64.9%	35.1%
Native American	182	139	321	56.7%	43.3%
Black (non-Hispanic)	937	519	1,456	64.4%	35.6%
State Total	21,718	3,108	24,826	87.5%	12.5%

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Table A3.1 (Continued)					
Race/Ethnicity	No. of Graduates	No. of Dropouts 9^{th} – 12^{th} Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate
2004–2005					
Public High Schools					
White (non-Hispanic)	16,825	1,668	18,493	91.0%	9.0%
Asian/Pacific Islander	324	38	362	89.5%	10.5%
Hispanic	1,076	533	1,609	66.9%	33.1%
Native American	179	129	308	58.1%	41.9%
Black (non-Hispanic)	821	484	1,305	62.9%	37.1%
Public Total	19,225	2,852	22,077	87.1%	12.9%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,123	40	2,163	98.2%	1.8%
Asian/Pacific Islander	43	1	44	97.7%	2.3%
Hispanic	64	1	65	98.5%	1.5%
Native American	17	0	17	100.0%	0.0%
Black (non-Hispanic)	50	1	51	98.0%	2.0%
Nonpublic Total	2,297	43	2,340	98.2%	1.8%
ESU and State-Operated					
White (non-Hispanic)	89	32	121	73.6%	26.4%
Asian/Pacific Islander	0	0	0	N/A	N/A
Hispanic	8	10	18	44.4%	55.6%
Native American	7	2	9	77.8%	22.2%
Black (non-Hispanic)	21	3	24	87.5%	12.5%
ESU & SO Total	125	47	172	72.7%	27.3%
State Total					
White (non-Hispanic)	19,037	1,740	20,777	91.6%	8.4%
Asian/Pacific Islander	367	39	406	90.4%	9.6%
Hispanic	1,148	544	1,692	67.8%	32.2%
Native American	203	131	334	60.8%	39.2%
Black (non-Hispanic)	892	488	1,380	64.6%	35.4%
State Total	21,647	2,942	24,589	88.0%	12.0%

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Table A3.1 (Continued)					
Race/Ethnicity	No. of Graduates	No. of Dropouts 9^{th} – 12^{th} Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate
2005–2006					
Public High Schools					
White (non-Hispanic)	16,389	1,438	17,827	91.9%	8.1%
Asian/Pacific Islander	337	38	375	89.9%	10.1%
Hispanic	1,119	533	1,652	67.7%	32.3%
Native American	181	129	310	58.4%	41.6%
Black (non-Hispanic)	892	413	1,305	68.4%	31.6%
Public Total	18,918	2,551	21,469	88.1%	11.9%
Nonpublic (Private) High Schools					
White (non-Hispanic)	2,008	73	2,081	96.5%	3.5%
Asian/Pacific Islander	45	1	46	97.8%	2.2%
Hispanic	59	1	60	98.3%	1.7%
Native American	19	0	19	100.0%	0.0%
Black (non-Hispanic)	70	2	72	97.2%	2.8%
Nonpublic Total	2,201	77	2,278	96.6%	3.4%
ESU and State-Operated					
White (non-Hispanic)	51	36	87	58.6%	41.4%
Asian/Pacific Islander	0	0	0	N/A	N/A
Hispanic	8	5	13	61.5%	38.5%
Native American	2	3	5	40.0%	60.0%
Black (non-Hispanic)	8	9	17	47.1%	52.9%
ESU & SO Total	69	53	122	56.6%	43.4%
State Total					
White (non-Hispanic)	18,448	1,548	19,996	92.3%	7.7%
Asian/Pacific Islander	382	39	421	90.7%	9.3%
Hispanic	1,186	539	1,725	68.8%	31.2%
Native American	202	132	334	60.5%	39.5%
Black (non-Hispanic)	970	424	1,394	69.6%	30.4%
State Total	21,188	2,682	23,870	88.8%	11.2%

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Table A3.1 (Continued)					
Race/Ethnicity	No. of Graduates	No. of Dropouts 9^{th} – 12^{th} Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate
2006–2007					
Public High Schools					
White (non-Hispanic)	16,354	1,357	17,711	92.3%	7.7%
Asian/Pacific Islander	330	34	364	90.7%	9.3%
Hispanic	1,172	519	1,691	69.3%	30.7%
Native American	196	125	321	61.1%	38.9%
Black (non-Hispanic)	899	453	1,352	66.5%	33.5%
Public Total	18,951	2,488	21,439	88.4%	11.6%
Nonpublic (Private) High Schools					
White (non-Hispanic)	1,971	56	2,027	97.2%	2.8%
Asian/Pacific Islander	61	0	61	100.0%	0.0%
Hispanic	88	0	88	100.0%	0.0%
Native American	7	0	7	100.0%	0.0%
Black (non-Hispanic)	59	0	59	100.0%	0.0%
Nonpublic Total	2,186	56	2,242	97.5%	2.5%
ESU and State-Operated					
White (non-Hispanic)	74	23	97	76.3%	23.7%
Asian/Pacific Islander	2	0	2	100.0%	0.0%
Hispanic	10	6	16	62.5%	37.5%
Native American	3	1	4	75.0%	25.0%
Black (non-Hispanic)	15	5	20	75.0%	25.0%
ESU & SO Total	104	35	139	74.8%	25.2%
State Total					
White (non-Hispanic)	18,399	1,436	19,835	92.8%	7.2%
Asian/Pacific Islander	393	34	427	92.0%	8.0%
Hispanic	1,270	525	1,795	70.8%	29.2%
Native American	206	126	332	62.0%	38.0%
Black (non-Hispanic)	973	458	1,431	68.0%	32.0%
State Total	21,241	2,579	23,820	89.2%	10.8%

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Table A3.1 (Continued)					
Race/Ethnicity	No. of Graduates	No. of Dropouts 9^{th} – 12^{th} Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate
2007–2008					
Public High Schools					
White (non-Hispanic)	16,930	1,329	18,259	92.7%	7.3%
Asian/Pacific Islander	355	37	392	90.6%	9.4%
Hispanic	1,430	510	1,940	73.7%	26.3%
Native American	225	109	334	67.4%	32.6%
Black (non-Hispanic)	1,047	476	1,523	68.7%	31.3%
Public Total	19,987	2,461	22,448	89.0%	11.0%
Nonpublic (Private) High Schools					
White (non-Hispanic)	1,950	58	2,008	97.1%	2.9%
Asian/Pacific Islander	47	0	47	100.0%	0.0%
Hispanic	74	0	74	100.0%	0.0%
Native American	17	0	17	100.0%	0.0%
Black (non-Hispanic)	70	0	70	100.0%	0.0%
Nonpublic Total	2,158	58	2,216	97.4%	2.6%
ESU and State-Operated					
White (non-Hispanic)	30	15	45	66.7%	33.3%
Asian/Pacific Islander	0	0	0	N/A	N/A
Hispanic	4	1	5	80.0%	20.0%
Native American	3	0	3	100.0%	0.0%
Black (non-Hispanic)	3	1	4	75.0%	25.0%
ESU & SO Total	40	17	57	70.2%	29.8%
State Total					
White (non-Hispanic)	18,910	1,402	20,312	93.1%	6.9%
Asian/Pacific Islander	402	37	439	91.6%	8.4%
Hispanic	1,508	511	2,019	74.7%	25.3%
Native American	245	109	354	69.2%	30.8%
Black (non-Hispanic)	1,120	477	1,597	70.1%	29.9%
State Total	22,185	2,536	24,721	89.7%	10.3%

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Table A3.1 (Continued)					
Race/Ethnicity	No. of Graduates	No. of Dropouts 9th – 12th Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate
2008–2009					
Public High Schools					
White (non-Hispanic)	16,203	1,283	17,486	92.7%	7.3%
Asian/Pacific Islander	328	26	354	92.7%	7.3%
Hispanic	1,609	480	2,089	77.0%	23.0%
Native American	222	109	331	67.1%	32.9%
Black (non-Hispanic)	1,039	481	1,520	68.4%	31.6%
Public Total	19,401	2,379	21,780	89.1%	10.9%
Nonpublic (Private) High Schools					
White (non-Hispanic)	1,902	19	1,921	99.0%	1.0%
Asian/Pacific Islander	65	0	65	100.0%	0.0%
Hispanic	72	2	74	97.3%	2.7%
Native American	11	1	12	91.7%	8.3%
Black (non-Hispanic)	71	1	72	98.6%	1.4%
Nonpublic Total	2,121	23	2,144	98.9%	1.1%
ESU and State-Operated					
White (non-Hispanic)	67	22	89	75.3%	24.7%
Asian/Pacific Islander	0	0	0	N/A	N/A
Hispanic	8	2	10	80.0%	20.0%
Native American	5	0	5	100.0%	0.0%
Black (non-Hispanic)	16	15	31	51.6%	48.4%
ESU & SO Total	96	39	135	71.1%	28.9%
State Total					
White (non-Hispanic)	18,172	1,324	19,496	93.2%	6.8%
Asian/Pacific Islander	393	26	419	93.8%	6.2%
Hispanic	1,689	484	2,173	77.7%	22.3%
Native American	238	110	348	68.4%	31.6%
Black (non-Hispanic)	1,126	497	1,623	69.4%	30.6%
State Total	21,618	2,441	24,059	89.9%	10.1%

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Table A3.1 (Continued)					
Race/Ethnicity	No. of Graduates	No. of Dropouts 9^{th} – 12^{th} Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate
2009–2010					
Public High Schools					
White (non-Hispanic)	15,878	1,267	17,145	92.6%	7.4%
Asian/Pacific Islander	351	25	376	93.4%	6.6%
Hispanic	1,801	511	2,312	77.9%	22.1%
Native American	186	116	302	61.6%	38.4%
Black (non-Hispanic)	1,077	416	1,493	72.1%	27.9%
Public Total	19,293	2,335	21,628	89.2%	10.8%
Nonpublic (Private) High Schools					
White (non-Hispanic)	1,873	3	1,877	99.8%	0.2%
Asian/Pacific Islander	57	0	57	100.0%	0.0%
Hispanic	80	3	83	96.4%	3.6%
Native American	16	0	16	100.0%	0.0%
Black (non-Hispanic)	116	0	116	100.0%	0.0%
Nonpublic Total	2,143	6	2,149	99.7%	0.3%
ESU and State-Operated					
White (non-Hispanic)	43	28	71	60.6%	39.4%
Asian/Pacific Islander	2	0	2	100.0%	0.0%
Hispanic	11	3	14	78.6%	21.4%
Native American	5	4	9	55.6%	44.4%
Black (non-Hispanic)	16	6	22	72.7%	27.3%
ESU & SO Total	77	41	118	65.3%	34.7%
State Total					
White (non-Hispanic)	17,795	1,298	19,093	93.2%	6.8%
Asian/Pacific Islander	410	25	435	94.3%	5.7%
Hispanic	1,892	517	2,409	78.5%	21.5%
Native American	207	120	327	63.3%	36.7%
Black (non-Hispanic)	1,209	422	1,631	74.1%	25.9%
State Total	21,513	2,382	23,895	90.0%	10.0%

Note. See Explanatory Note A3.1 for information on how graduation and dropout rates are calculated.
Data source: Nebraska Department of Education, January 2009 (2002–03 through 2006–07 data), February 2010 (2007–08 data), and February 2011 (2008–09 and 2009–10 data).

Table A3.2
Four-Year Graduation Rates for Nebraska Public High Schools by Gender
2002–2003 through 2009–2010

Gender	No. of Graduates	No. of Dropouts 9^{th} – 12^{th} Grades	Total Graduates & Dropouts	Four-Year High School Graduation Rate	Four-Year High School Dropout Rate
2002–2003					
Male	9,710	2,027	11,737	82.7%	17.3%
Female	9,894	1,504	11,398	86.8%	13.2%
Public Total	19,604	3,531	23,135	84.7%	15.3%
2003–2004					
Male	9,793	1,795	11,588	84.5%	15.5%
Female	9,669	1,240	10,909	88.6%	11.4%
Public Total	19,462	3,035	22,497	86.5%	13.5%
2004–2005					
Male	9,634	1,693	11,327	85.1%	14.9%
Female	9,591	1,159	10,750	89.2%	10.8%
Public Total	19,225	2,852	22,077	87.1%	12.9%
2005–2006					
Male	9,388	1,498	10,886	86.2%	13.8%
Female	9,530	1,053	10,583	90.1%	9.9%
Public Total	18,918	2,551	21,469	88.1%	11.9%
2006–2007					
Male	9,464	1,446	10,910	86.7%	13.3%
Female	9,487	1,042	10,529	90.1%	9.9%
Public Total	18,951	2,488	21,439	88.4%	11.6%
2007–2008					
Male	9,937	1,454	11,391	87.2%	12.8%
Female	10,050	1,007	11,057	90.9%	9.1%
Public Total	19,987	2,461	22,448	89.0%	11.0%
2008–2009					
Male	9,625	1,388	11,013	87.4%	12.6%
Female	9,776	991	10,767	90.8%	9.2%
Public Total	19,401	2,379	21,780	89.1%	10.9%
2009–2010					
Male	9,627	1,331	10,958	87.9%	12.1%
Female	9,666	1,004	10,670	90.6%	9.4%
Public Total	19,293	2,335	21,628	89.2%	10.8%

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas. High schools do not include educational service units or state-operated schools. See Explanatory Note A3.1 for information on how graduation and dropout rates are calculated. Data source: Nebraska Department of Education, January 2009 (2002–03 through 2006–07 data), February 2010 (2007–08 data), and February 2011 (2008–09 and 2009–10 data).

Table A3.3
Cohort Graduation Rates for Nebraska Public High Schools
By Gender, Race/Ethnicity, and Other Student Groups
2010–2011 through 2014–2015

Student Group	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
	N	Grad Rate	N	Grad Rate	N	Grad Rate
2010–2011						
Total Cohort Graduates	19,313	86%	19,957	89%	20,210	90%
Gender						
Male	9,560	83%	9,979	87%	10,129	88%
Female	9,753	89%	9,978	91%	10,081	92%
Race/Ethnicity						
White (non-Hispanic)	15,246	90%	15,566	92%	15,701	93%
Asian	327	81%	358	88%	364	90%
Native Hawaiian/Other Pac. Islander	27	90%	29	97%	29	97%
Hispanic	2,113	75%	2,264	79%	2,317	81%
Native American	210	61%	236	68%	239	69%
Black (non-Hispanic)	939	67%	1,038	73%	1,086	76%
Two or More Races	451	89%	466	91%	474	92%
Other Groups						
Eligible for Free or Reduced Lunch	5,711	78%	6,087	83%	6,226	85%
Special Education Students	1,725	69%	1,874	75%	1,980	80%
English Language Learners	485	62%	569	72%	589	75%
2011–2012						
Total Cohort Graduates	19,317	88%	19,945	90%	20,136	91%
Gender						
Male	9,607	85%	9,984	88%	10,100	89%
Female	9,710	90%	9,961	92%	10,036	93%
Race/Ethnicity						
White (non-Hispanic)	14,849	91%	15,161	93%	15,260	94%
Asian	375	84%	400	89%	417	92%
Native Hawaiian/Other Pac. Islander	29	85%	30	88%	30	88%
Hispanic	2,276	78%	2,430	83%	2,469	84%
Native American	232	67%	261	73%	276	77%
Black (non-Hispanic)	1,066	73%	1,148	79%	1,165	80%
Two or More Races	490	85%	515	89%	519	90%
Other Groups						
Eligible for Free or Reduced Lunch	6,150	79%	6,540	86%	6,660	88%
Special Education Students	1,824	71%	1,980	79%	2,071	83%
English Language Learners	566	64%	643	75%	669	79%

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Table A3.3 (Continued)						
	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
Student Group	N	Grad Rate	N	Grad Rate	N	Grad Rate
2012–2013						
Total Cohort Graduates	19,389	88%	19,977	91%	20,222	92%
Gender						
Male	9,711	86%	10,075	89%	10,218	91%
Female	9,678	91%	9,902	93%	10,004	94%
Race/Ethnicity						
White (non-Hispanic)	14,772	92%	15,049	94%	15,169	95%
Asian	365	77%	408	84%	425	88%
Native Hawaiian/Other Pac. Islander	18	100%	19	100%	19	100%
Hispanic	2,435	79%	2,579	83%	2,647	85%
Native American	194	72%	206	76%	208	77%
Black (non-Hispanic)	1,098	77%	1,182	82%	1,211	84%
Two or More Races	507	85%	534	88%	543	90%
Other Groups						
Eligible for Free or Reduced Lunch	6,388	81%	6,735	87%	6,857	89%
Special Education Students	1,820	72%	2,000	80%	2,132	86%
English Language Learners	468	60%	557	72%	588	76%
2013–2014						
Total Cohort Graduates	19,493	90%	19,987	92%		
Gender						
Male	9,655	87%	9,960	90%		
Female	9,838	92%	10,027	94%		
Race/Ethnicity						
White (non-Hispanic)	14,526	93%	14,777	94%		
Asian	418	78%	447	83%		
Native Hawaiian/Other Pac. Islander	24	77%	26	84%		
Hispanic	2,695	83%	2,824	87%		
Native American	187	69%	204	76%		
Black (non-Hispanic)	1,085	81%	1,136	84%		
Two or More Races	558	87%	573	90%		
Other Groups						
Eligible for Free or Reduced Lunch	6,550	82%	6,842	88%		
Special Education Students	1,801	72%	1,956	80%		
English Language Learners	449	60%	510	70%		

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Table A3.3 (Continued)						
	Cohort Four-Year		Cohort Five-Year		Cohort Six-Year	
Student Group	N	Grad Rate	N	Grad Rate	N	Grad Rate
2014–2015						
Total Cohort Graduates	19,432	89%				
Gender						
Male	9,621	86%				
Female	9,811	92%				
Race/Ethnicity						
White (non-Hispanic)	14,376	93%				
Asian	434	78%				
Native Hawaiian/Other Pac. Islander	23	96%				
Hispanic	2,804	82%				
Native American	207	76%				
Black (non-Hispanic)	1,020	75%				
Two or More Races	568	84%				
Other Groups						
Eligible for Free or Reduced Lunch	6,531	81%				
Special Education Students	1,804	71%				
English Language Learners	410	55%				

Note. Graduates do not include GED recipients or completers who did not receive regular diplomas.
Data source: Nebraska Department of Education, 2014–2015 State of the Schools Report, retrieved January 8, 2016.

Table A3.4
Fall Membership and Total Dropouts from the 7th- to 12th-Grade from Nebraska Public High Schools by Gender and Race/Ethnicity 2010–2011 through 2014–2015

Student Group	Fall Membership 7th - 12th Grade Students	% of Fall Membership	Number of 7th - 12th Grade Dropouts	% of Dropouts
2010–2011				
Gender				
Male	66,612	51.4%	1,094	61.0%
Female	63,010	48.6%	699	39.0%
Public Total	129,622		1,794	
Males by Race/Ethnicity				
White (non-Hispanic)	48,820	73.3%	556	50.8%
Asian/Pacific Islander	1,345	2.0%	18	1.7%
Hispanic	9,478	14.2%	268	24.5%
Native American	927	1.4%	45	4.1%
Black (non-Hispanic)	4,391	6.6%	177	16.2%
Two or More Races	1,651	2.5%	30	2.7%
Females by Race/Ethnicity				
White (non-Hispanic)	46,249	73.4%	348	49.8%
Asian/Pacific Islander	1,325	2.1%	9	1.3%
Hispanic	8,817	14.0%	198	28.3%
Native American	887	1.4%	35	5.0%
Black (non-Hispanic)	3,928	6.2%	100	14.3%
Two or More Races	1,804	2.9%	9	1.3%

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Table A3.4 (Continued)				
Student Group	Fall Membership 7th - 12th Grade Students	% of Fall Membership	Number of 7th - 12th Grade Dropouts	% of Dropouts
2011–2012				
Gender				
Male	66,875	51.5%	1,081	57.3%
Female	62,995	48.5%	804	42.7%
Public Total	129,870		1,885	
Males by Race/Ethnicity				
White (non-Hispanic)	48,373	72.3%	540	50.0%
Asian/Pacific Islander	1,429	2.1%	22	2.0%
Hispanic	9,951	14.9%	263	24.3%
Native American	905	1.4%	48	4.4%
Black (non-Hispanic)	4,459	6.7%	175	16.2%
Two or More Races	1,758	2.6%	33	3.1%
Females by Race/Ethnicity				
White (non-Hispanic)	45,695	72.5%	387	48.1%
Asian/Pacific Islander	1,409	2.2%	15	1.9%
Hispanic	9,192	14.6%	189	23.5%
Native American	840	1.3%	39	4.9%
Black (non-Hispanic)	3,941	6.3%	138	17.2%
Two or More Races	1,918	3.0%	36	4.5%

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Table A3.4 (Continued)				
Student Group	Fall Membership 7th - 12th Grade Students	% of Fall Membership	Number of 7th - 12th Grade Dropouts	% of Dropouts
2012–2013				
Gender				
Male	67,497	51.5%	875	63.8%
Female	63,644	48.5%	496	36.2%
Public Total	131,141		1,371	
Males by Race/Ethnicity				
White (non-Hispanic)	48,352	71.6%	395	45.1%
Asian/Pacific Islander	1,472	2.2%	16	1.8%
Hispanic	10,539	15.6%	238	27.2%
Native American	862	1.3%	37	4.2%
Black (non-Hispanic)	4,413	6.5%	154	17.6%
Two or More Races	1,859	2.8%	35	4.0%
Females by Race/Ethnicity				
White (non-Hispanic)	45,530	71.5%	223	45.0%
Asian/Pacific Islander	1,463	2.3%	7	1.4%
Hispanic	9,811	15.4%	151	30.4%
Native American	844	1.3%	22	4.4%
Black (non-Hispanic)	4,012	6.3%	69	13.9%
Two or More Races	1,984	3.1%	24	4.8%

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Table A3.4 (Continued)				
Student Group	Fall Membership 7th - 12th Grade Students	% of Fall Membership	Number of 7th - 12th Grade Dropouts	% of Dropouts
2013–2014				
Gender				
Male	68,191	51.4%	950	64.5%
Female	64,403	48.6%	523	35.5%
Public Total	132,594		1,473	
Males by Race/Ethnicity				
White (non-Hispanic)	48,198	70.7%	413	43.5%
Asian/Pacific Islander	1,603	2.4%	43	4.5%
Hispanic	11,073	16.2%	292	30.7%
Native American	933	1.4%	33	3.5%
Black (non-Hispanic)	4,465	6.5%	134	14.1%
Two or More Races	1,919	2.8%	35	3.7%
Females by Race/Ethnicity				
White (non-Hispanic)	45,604	70.8%	260	49.7%
Asian/Pacific Islander	1,599	2.5%	13	2.5%
Hispanic	10,270	15.9%	126	24.1%
Native American	876	1.4%	27	5.2%
Black (non-Hispanic)	4,056	6.3%	67	12.8%
Two or More Races	1,998	3.1%	30	5.7%

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Table A3.4 (Continued)				
Student Group	Fall Membership 7th - 12th Grade Students	% of Fall Membership	Number of 7th - 12th Grade Dropouts	% of Dropouts
2014–2015				
Gender				
Male	69,229	51.4%	979	66.7%
Female	65,462	48.6%	489	33.3%
Public Total	134,691		1,468	
Males by Race/Ethnicity				
White (non-Hispanic)	48,359	69.9%	429	43.8%
Asian/Pacific Islander	1,705	2.5%	39	4.0%
Hispanic	11,691	16.9%	315	32.2%
Native American	950	1.4%	23	2.3%
Black (non-Hispanic)	4,551	6.6%	129	13.2%
Two or More Races	1,973	2.8%	44	4.5%
Females by Race/Ethnicity				
White (non-Hispanic)	45,815	70.0%	211	43.1%
Asian/Pacific Islander	1,668	2.5%	14	2.9%
Hispanic	10,941	16.7%	145	29.7%
Native American	901	1.4%	21	4.3%
Black (non-Hispanic)	4,072	6.2%	71	14.5%
Two or More Races	2,065	3.2%	27	5.5%

Note. Fall membership is the official count of Nebraska public school students on the last Friday in September of each school year. A dropout is a student who was 1.) Enrolled in school but withdrew sometime during the school year and was not enrolled on or before the last Friday in September of the following school year; or 2.) Enrolled on the last day of school and was not re-enrolled the following school year, and was not enrolled on or before the last Friday in September of the subsequent school year. Exclusionary conditions include: 1.) Graduated from high school or completing a district-approved educational program; 2.) Transferred to another public district, state operated school, nonpublic system, home school, or district-approved educational program and known to be receiving educational services; 3.) Left school during the previous school year but returned before the last Friday in September of the current school year; 4.) Aged out (over the age of 21), 5.) Suspended, expelled, or verified as having an illness; or 6.) Death. Data source: Nebraska Department of Education, Data Reporting System, Quick Facts, February 2015 and January 2016 (fall membership); Nebraska Department of Education, February 2012, December 2012, January 2014, January 2015, and January 2016 (dropouts).

Table A3.5
State and District Dropout Rates for 7th- to 12th-Graders from Nebraska Public Schools 2008–2009 through 2014–2015

Agency Name	Dropout Rate						
	08–09	09–10	10–11	11–12	12–13	13–14	14–15
State of Nebraska	1.6%	1.5%	1.4%	1.5%	1.1%	1.1%	1.1%
Alliance Public Schools	*	*	1.5%	1.4%	1.9%	2.5%	1.8%
Beatrice Public Schools	1.3%	2.9%	1.9%	1.9%	*	1.0%	*
Bellevue Public Schools	0.5%	0.8%	0.8%	0.9%	0.6%	0.8%	0.7%
Columbus Public Schools	1.5%	1.1%	1.7%	2.0%	1.5%	1.2%	1.5%
Crete Public Schools	*	*	3.1%	*	*	*	*
Fremont Public Schools	2.4%	2.2%	1.7%	2.5%	1.1%	1.5%	2.0%
Gering Public Schools	2.2%	1.0%	*	*	*	1.1%	*
Grand Island Public Schools	2.5%	2.6%	2.4%	1.3%	1.5%	1.9%	1.6%
Hastings Public Schools	1.5%	1.1%	1.1%	1.4%	1.0%	1.5%	0.8%
Holdrege Public Schools	1.9%	2.2%	*	*	*	1.9%	*
Kearney Public Schools	1.7%	1.7%	1.8%	1.7%	0.9%	0.7%	0.5%
Lexington Public Schools	2.7%	1.8%	2.2%	1.6%	1.6%	2.2%	0.8%
Lincoln Public Schools	2.7%	2.6%	2.4%	2.0%	1.4%	1.5%	1.7%
Madison Public Schools	*	4.1%	*	*	*	*	*
McCook Public Schools	1.7%	*	*	*	*	*	*
Millard Public Schools	0.6%	0.4%	0.6%	0.3%	0.3%	0.5%	0.3%
Nebraska City Public Schools	1.8%	2.8%	*	*	*	1.6%	*
Norfolk Public Schools	1.4%	2.0%	1.4%	0.8%	1.5%	1.0%	1.1%
North Platte Public Schools	3.2%	2.9%	1.8%	2.2%	1.0%	1.0%	1.8%
Northwest Public Schools	*	*	1.2%	*	*	*	*
Ogallala Public Schools	*	*	*	2.3%	*	*	*
Omaha Public Schools	3.7%	2.6%	2.9%	3.8%	2.5%	2.5%	2.6%
Papillion-La Vista Public Schools	0.8%	1.3%	0.8%	0.6%	0.3%	0.2%	0.4%
Plattsmouth Community Schools	*	1.2%	*	*	*	*	*
Ralston Public Schools	3.0%	2.0%	1.4%	1.2%	0.9%	1.2%	1.3%
Santee Community Schools	*	*	*	*	*	*	17.9%
Schuyler Community Schools	1.5%	*	*	*	2.3%	2.4%	2.0%
Scottsbluff Public Schools	2.1%	5.4%	2.5%	2.6%	1.2%	1.6%	1.3%
So Sioux City Community Schools	0.7%	1.5%	1.3%	1.5%	1.1%	0.6%	0.8%
Umo^{n}ho^{n} Nation Public Schools	*	16.3%	11.0%	13.5%	10.3%	*	*
Wayne Community Schools	*	*	*	*	*	*	2.5%
Westside Community Schools	1.3%	1.4%	0.7%	0.8%	0.4%	0.7%	0.4%
Winnebago Public Schools	*	5.4%	*	4.6%	*	*	*

Note. * = data is masked. District level data is masked if the number of dropouts is less than 10. School districts that have masked data for all years (2008–09 through 2014–15) are not listed in this table. Data source: Nebraska Department of Education, 2013–2014 State of the Schools Report and 2014–2015 State of the Schools Report.

Appendix 4

Nebraska Scores on ACT and SAT Student Assessments

Table A4.1
Percentages of Nebraska 2004–2015 High School Graduates Who Took the ACT Assessment and/or SAT I: Reasoning Test

Year	No. of High School Graduates	ACT Assessment		SAT I: Reasoning Test	
		No. of Graduates Tested	**% of Graduates Tested**	No. of Graduates Tested	**% of Graduates Tested**
2004	21,718	16,523	**76.1%**	1,656	**7.6%**
2005	21,647	16,220	**74.9%**	1,684	**7.8%**
2006	21,188	15,892	**75.0%**	1,498	**7.1%**
2007	21,241	16,137	**76.0%**	1,325	**6.2%**
2008	22,185	16,573	**74.7%**	1,139	**5.1%**
2009	22,618	16,286	**75.3%**	1,002	**4.6%**
2010	21,513	16,172	**75.2%**	957	**4.4%**
2011	22,637	16,461	**72.7%**	980	**4.3%**
2012	22,678	16,581	**73.1%**	1,027	**4.5%**
2013	22,641	17,745	**78.4%**	827	**3.7%**
2014	23,004	17,765	**77.2%**	772	**3.4%**
2015	22,912	18,347	**80.1%**	723	**3.2%**

Note. Numbers are state totals and include graduates from public and nonpublic schools, state-operated schools, and educational service units. Number of graduates tested includes students who were tested any time before graduating from high school. Data sources: For number of high school graduates, Nebraska Department of Education, October 2005 and December 2007 (2002 through 2006 data), January 2009 (2007 data), January 2010 (2008 data), January 2011 (2009 and 2010 data), February 2012 (2011 data), December 2012 (2012 data), January 2014 (2013 data), January 2015 (2014 data), and January 2016 (2015 data); for ACT data, ACT High School Profile Reports for Nebraska, 2002–2015; for SAT data, College Examination Board, State Reports, 2002–2015.

Table A4.2
Percentages of ACT-Tested Students Meeting ACT College Readiness Benchmarks
Nebraska and National High School Graduating Classes: 2004–2015

Year of High School Graduation	No. of Students Tested		*% of ACT-Tested Students Meeting College Readiness Benchmarks*			
			English		**Reading**	
	Nebraska	National	**Nebraska**	National	**Nebraska**	National
2004	**16,523**	1,171,460	**74%**	68%	**57%**	52%
2005	**16,220**	1,186,251	**75%**	68%	**56%**	51%
2006	**15,892**	1,206,455	**76%**	69%	**59%**	53%
2007	**16,137**	1,300,599	**77%**	69%	**58%**	53%
2008	**16,573**	1,421,941	**77%**	68%	**60%**	53%
2009	**16,286**	1,480,469	**76%**	67%	**61%**	53%
2010	**16,172**	1,568,835	**76%**	66%	**60%**	52%
2011	**16,461**	1,623,112	**76%**	66%	**60%**	52%
2012	**16,581**	1,666,017	**75%**	67%	**59%**	52%
2013	**17,745**	1,799,243	**71%**	64%	**48%**	44%
2014	**17,768**	1,845,787	**72%**	64%	**48%**	44%
2015	**18,347**	1,924,436	**69%**	64%	**49%**	46%

Year of High School Graduation	*% of ACT-Tested Students Meeting College Readiness Benchmarks*					
	Mathematics		**Science**		**Meeting All Four ACT Benchmark Scores**	
	Nebraska	National	**Nebraska**	National	**Nebraska**	National
2004	**46%**	40%	**31%**	26%	**24%**	21%
2005	**48%**	41%	**32%**	26%	**26%**	21%
2006	**48%**	42%	**33%**	27%	**26%**	21%
2007	**49%**	43%	**34%**	28%	**27%**	23%
2008	**49%**	43%	**35%**	28%	**27%**	22%
2009	**49%**	42%	**36%**	28%	**29%**	23%
2010	**50%**	43%	**35%**	29%	**29%**	24%
2011	**50%**	45%	**36%**	30%	**29%**	25%
2012	**51%**	46%	**36%**	31%	**30%**	25%
2013	**46%**	44%	**41%**	36%	**28%**	26%
2014	**45%**	43%	**42%**	37%	**29%**	26%
2015	**44%**	42%	**42%**	38%	**29%**	28%

Note. English benchmark = 18 (2002–2015). Reading benchmark = 21 (2002–2012) and 22 (2013–2015). Mathematics benchmark = 22 (2002–2015). Science benchmark = 24 (2002–2012) and 23 (2013–2015). Data source: ACT High School Profile Reports for Nebraska, 2002–2015.

Table A4.3
Numbers and Percentages of ACT-Tested Students
by High School Curriculum Completed or Planned to Complete Before Graduation
2004–2015

Year of High School Graduation	The Core or More		Less Than the Core		Did Not Report Courses Taken		Total No. of Students
	No. of Students	% of Total	No. of Students	% of Total	No. of Students	% of Total	
2004	11,022	67%	4,766	29%	735	4%	16,523
2005	10,913	67%	4,397	27%	910	6%	16,220
2006	10,133	64%	4,517	28%	1,242	8%	15,892
2007	9,539	59%	4,458	28%	2,140	13%	16,137
2008	11,934	72%	3,944	24%	695	4%	16,573
2009	12,701	78%	3,346	21%	239	1%	16,286
2010	12,870	80%	3,053	19%	249	2%	16,172
2011	13,168	80%	3,120	19%	173	1%	16,461
2012	13,515	82%	2,896	17%	170	1%	16,581
2013	13,851	78%	3,372	19%	522	3%	17,745
2014	13,909	78%	3,283	18%	576	3%	17,768
2015	13,943	76%	3,489	19%	915	5%	18,347

Note. ACT, Inc. defines the core, college-preparatory high school curriculum (or what is simply called "the core") as consisting of four years of English and three or more years each of social studies, science, and mathematics (beginning with Algebra I). Data is self-reported by the student. Data source: ACT High School Profile Reports for Nebraska, 2002–2015.

Table A4.4
Numbers and Percentages of Nebraska High School Graduates Who Took the ACT Assessment by Race/Ethnicity 2014 and 2015 Compared to 2004 Baseline

Race/Ethnicity	Number of Nebraska High School Graduates	Number Who Took the ACT Assessment	ACT-Tested as a Percentage of the Number of High School Graduates
Class of 2004			
White (non-Hispanic)	19,290	13,761	71%
Asian/Pacific Islander	349	278	80%
Hispanic	960	542	56%
Native American	182	96	53%
Black (non-Hispanic)	937	477	51%
No Info on Race/Ethnicity	0	1,369	
Total	21,718	16,523	76%
Class of 2014			
White (non-Hispanic)	17,168	13,220	77%
Asian	590	458	78%
Native Hawaiian/Other Pacific Islander	34	12	35%
Hispanic	3,024	2,020	67%
Native American	221	116	52%
Black (non-Hispanic)	1,337	755	56%
Two or More Races	630	610	97%
No Info on Race/Ethnicity	0	577	
Total	23,004	17,768	77%
Class of 2015			
White (non-Hispanic)	16,976	13,405	79%
Asian	592	464	78%
Native Hawaiian/Other Pacific Islander	33	28	85%
Hispanic	3,151	2,257	72%
Native American	235	117	50%
Black (non-Hispanic)	1,247	768	62%
Two or More Races	678	639	94%
No Info on Race/Ethnicity	0	669	
Total	22,912	18,347	80%

Note. Data for Asians and Pacific Islanders were combined for the class of 2004 by the Nebraska Department of Education (NDE) and by ACT. Since 2011, NDE and ACT have reported data for Asians separately from Native Hawaiians/other Pacific Islanders. Data sources: For number of high school graduates, Nebraska Department of Education, October 2005 and December 2007 (2004 data), January 2015 (2014 data), and January 2016 (2015 data); for ACT data, ACT High School Profile Reports for Nebraska, 2004, 2014, and 2015.

Appendix 5

Nebraska College Continuation Rates

Table A5.1
College Continuation Rates for Nebraska High School Graduates Who Attended Degree-Granting and Non-Degree-Granting Institutions in the United States in the Summer or Fall Term Following High School Graduation
Fall 2002 – Fall 2014

Year of HS Graduation	No. of HS Graduates	Fall IPEDS Survey	No. of FTF with Nebraska Residency Who Graduated from HS During the Past 12 Months and Attended…			College Continuation Rates	
			Degree-Granting Institutions	Non-Degree-Granting Institutions	Total FTF	Degree-Granting Only	Degree- and Non-Degree-Granting
2001–2002	21,661	2002	13,474	275	13,749	62.2%	63.5%
2003–2004	21,718	2004	13,565	236	13,801	62.5%	63.5%
2005–2006	21,188	2006	14,133	219	14,352	66.7%	67.7%
2007–2008	22,185	2008	14,543	194	14,737	65.6%	66.4%
2009–2010	21,513	2010	14,872	228	15,100	69.1%	70.2%
2011–2012	22,678	2012	14,759	161	14,920	65.1%	65.8%
2013–2014	23,004	2014	14,170	113	14,283	61.6%	62.1%
Change Since: 2001–02 (HS) & Fall 2002 (FTF)	**6.2% (HS)**		**5.0% (FTF)**	**-54.6% (FTF)**	**3.9% (FTF)**		

Note. High school graduates include graduates of public schools, nonpublic (private) schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. First-time freshmen include both full-time and part-time students. FTF = first-time freshmen. HS = high school. Continuation rate = the number of first-time freshmen who graduated from high school within the past 12 months and enrolled at degree-granting or non-degree granting institutions in the summer or fall term following high school graduation divided by the total number of high school graduates. Nebraskans who have delayed going to college are not included in the calculation of Nebraska's college continuation rate because there is no way of determining from IPEDS data when they received their high school diplomas. Data sources: For high school data, Nebraska Department of Education, January 2007 (2001–02 through 2005–06 data), January 2009 (2007–08 data), February 2011 (2009–10 data), December 2013 (2011–12 data), and January 2015 (2013–14 data); for first-time freshmen data, National Center for Education Statistics, IPEDS fall survey data for 2002, 2004, 2006, 2008, 2010, 2012, and 2014. Data for students attending college out of state were obtained directly from the IPEDS database cutting tool. Data for students attending college in Nebraska were obtained from the CCPE IPEDS survey download.

Table A5.2
In-State and Out-of-State College Continuation Rates for Nebraska High School Graduates Who Attended Degree-Granting and Non-Degree-Granting Institutions in the United States and the Estimated Number and Percentage of Nebraska High School Graduates Who Did Not Go to College in the Summer or Fall Term Following High School Graduation
Fall 2002 – Fall 2014

Year of HS Graduation	No. of HS Graduates	Fall IPEDS Survey	No. of FTF with Nebraska Residency Who Graduated from HS During the Past 12 Months				*Estimated No. and % of HS Grads Who Did Not Go to College*	
			No. Who Attended Nebraska Institutions	In-State College Continuation Rate	No. Who Attended Out-of-State Institutions	Out-of-State College Continuation Rate	*N*	*%*
Degree-Granting Institutions Only								
2001–02	21,661	2002	10,961	50.6%	2,513	11.6%		
2003–04	21,718	2004	10,887	50.1%	2,678	12.3%		
2005–06	21,188	2006	11,547	54.5%	2,586	12.2%		
2007–08	22,185	2008	11,918	53.7%	2,625	11.8%		
2009–10	21,513	2010	12,457	57.9%	2,415	11.2%		
2011–12	22,678	2012	11,975	52.8%	2,784	12.3%		
2013–14	23,004	2014	11,489	49.9%	2,681	11.7%		
Degree-Granting and Non-Degree-Granting Institutions								
2001–02	21,661	2002	11,230	51.8%	2,519	11.6%	*7,912*	*36.5%*
2003–04	21,718	2004	11,098	51.1%	2,703	12.4%	*7,917*	*36.5%*
2005–06	21,188	2006	11,736	55.4%	2,616	12.3%	*6,836*	*32.3%*
2007–08	22,185	2008	12,096	54.5%	2,641	11.9%	*7,448*	*33.6%*
2009–10	21,513	2010	12,651	58.8%	2,449	11.4%	*6,413*	*29.8%*
2011–12	22,678	2012	12,117	53.4%	2,803	12.4%	*7,758*	*34.2%*
2013–14	23,004	2014	11,593	50.4%	2,690	11.7%	*8,721*	*37.9%*

Note. High school graduates include graduates of public schools, nonpublic (private) schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. First-time freshmen include both full-time and part-time students. FTF = first-time freshmen. HS = high school. Continuation rate = the number of first-time freshmen who graduated from high school within the past 12 months and enrolled at degree-granting or non-degree granting institutions in the summer or fall term following high school graduation divided by the total number of high school graduates. Nebraskans who have delayed going to college are not included in the calculation of Nebraska's college continuation rate because there is no way of determining from IPEDS data when they received their high school diplomas. Data sources: For high school data, Nebraska Department of Education, January 2007 (2001–02 through 2005–06 data), January 2009 (2007–08 data), February 2011 (2009–10 data), December 2013 (2011–12 data), and January 2015 (2013–14 data); for first-time freshmen data, National Center for Education Statistics, IPEDS fall survey data for 2002, 2004, 2006, 2008, 2010, 2012, and 2014. Data for students attending college out of state were obtained directly from the IPEDS database cutting tool. Data for students attending college in Nebraska were obtained from the CCPE IPEDS survey download.

Table A5.3
Percentages of First-Time Freshmen with Nebraska Residency Who Attended Nebraska and Out-of-State, Degree-Granting and Non-Degree-Granting Institutions in the Summer or Fall Term Following High School Graduation by Type of Institution
Fall 2014 Compared to the Fall 2002 Baseline

Type of Postsecondary Institution Attended	No. and % of FTF with Nebraska Residency Who Attended **Nebraska** Institutions			
	Fall 2002		**Fall 2014**	
	N	%	N	%
Private For-Profit	391	3.5%	146	1.3%
Private Not-For-Profit	1,728	15.4%	1,539	13.3%
Subtotal	2,119	18.9%	1,685	14.5%
Public, 2-Year	3,014	26.8%	3,226	27.8%
Public, 4-Year	6,097	54.3%	6,682	57.6%
Subtotal	9,111	81.1%	9,908	85.5%
Total to Nebraska Institutions	11,230	100.0%	11,593	100.0%

Type of Postsecondary Institution Attended	No. and % of FTF with Nebraska Residency Who Attended **Out-of-State** Institutions			
	Fall 2002		**Fall 2014**	
	N	%	N	%
Private For-Profit	131	5.2%	44	1.6%
Private Not-For-Profit	1,050	41.7%	965	35.9%
Subtotal	1,181	46.9%	1,009	37.5%
Public, 2-Year	294	11.7%	550	20.4%
Public, 4-Year	1,044	41.4%	1,131	42.0%
Subtotal	1,338	53.1%	1,681	62.5%
Total to Out-of-State Institutions	2,519	100.0%	2,690	100.0%
Total All States	13,749		14,283	

Note. FTF = first-time freshmen. Includes both full-time and part-time students. Data source: National Center for Education Statistics, IPEDS fall survey data for 2002 and 2014. Data for students attending college out of state were obtained directly from the IPEDS database cutting tool. Data for students attending college in Nebraska were obtained from the CCPE IPEDS survey download.

Table A5.4
College Continuation Rates for Nebraska Public High School Graduates by Gender and Student Income Status
2007–2008 through 2010–2011

Student Income Status	No. of Public High School Graduates	No. of Graduates Who Enrolled in College	College Continuation Rate
2007–2008 Public High School Graduates			
Males			
Low Income	2,156	1,049	48.7%
Non-Low Income	7,803	5,536	70.9%
Total	9,959	6,585	66.1%
Females			
Low Income	2,423	1,333	55.0%
Non-Low Income	7,654	5,913	77.3%
Total	10,077	7,246	71.9%
Total			
Low Income	4,579 (22.9%)	2,382	52.0%
Non-Low Income	15,457 (77.1%)	11,449	74.1%
Total	20,036 (100.0%)	13,831	69.0%
2008–2009 Public High School Graduates			
Males			
Low Income	2,323	1,130	48.6%
Non-Low Income	7,354	5,314	72.3%
Total	9,677	6,444	66.6%
Females			
Low Income	2,497	1,461	58.5%
Non-Low Income	7,320	5,769	78.8%
Total	9,817	7,230	73.6%
Total			
Low Income	4,820 (24.7%)	2,591	53.8%
Non-Low Income	14,674 (75.3%)	11,083	75.5%
Total	19,494 (100.0%)	13,674	70.1%

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Table A5.4 (Continued)			
Student Income Status	No. of Public High School Graduates	No. of Graduates Who Enrolled in College	College Continuation Rate
2009–2010 Public High School Graduates			
Males			
Low Income	2,529	1,321	52.2%
Non-Low Income	7,165	5,321	74.3%
Total	9,694	6,642	68.5%
Females			
Low Income	2,767	1,658	59.9%
Non-Low Income	6,947	5,648	81.3%
Total	9,714	7,306	75.2%
Total			
Low Income	5,296 (27.3%)	2,979	56.3%
Non-Low Income	14,112 (72.7%)	10,969	77.7%
Total	19,408 (100.0%)	13,948	71.9%
2010–2011 Public High School Graduates			
Males			
Low Income	2,708	1,423	52.5%
Non-Low Income	6,872	5,044	73.4%
Total	9,580	6,467	67.5%
Females			
Low Income	3,032	1,836	60.6%
Non-Low Income	6,747	5,489	81.4%
Total	9,779	7,325	74.9%
Total			
Low Income	5,740 (29.7%)	3,259	56.8%
Non-Low Income	13,619 (70.3%)	10,533	77.3%
Total	19,359 (100.0%)	13,792	71.2%

Note. Includes only "on time" graduates (students who graduated from high school in four years or less). Includes graduates of Nebraska's state operated schools. Low-income students = students approved to receive free or reduced-price school lunches (FRL). Non-low-income students = students not approved for FRL. The non-low-income students include at least some students who live in low-income households, but who do not apply for FRL. Since participation in the FRL program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified or excluded for the purposes of analysis. College continuation rate = the number of students enrolled in college on or before April 7, 2009 (2007-08 graduates), April 20, 2010 (2008-09 graduates), April 28, 2011 (2009-10 graduates), or April 24, 2012 (2010-11 graduates) divided by the total number of students who graduated from Nebraska public high schools during the academic year. Data sources: For high school graduates, Nebraska Department of Education, April 2009, April 2010, April 2011, and April 2012; for number of graduates who enrolled in college, National Student Clearinghouse, April 2009, April 2010, April 2011, and April 2012.

Table A5.5
College Continuation Rates for Nebraska Public High School Graduates by Gender, Student Income Status, and Race/Ethnicity: 2011–2012 through 2013–2014

Gender / Student Income Status / Race/Ethnicity	2011–2012			2012–2013		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White Non-Hispanic	1,570	852	54.3%	1,581	798	50.5%
Asian/Pacific Islander	73	47	64.4%	75	57	76.0%
Black Non-Hispanic	359	203	56.5%	360	209	58.1%
Hispanic	771	339	44.0%	847	409	48.3%
Native American	82	29	35.4%	64	25	39.1%
Two or More Races	92	53	57.6%	120	68	56.7%
Total	2,947	1,523	51.7%	3,047	1,566	51.4%
Non-Low Income						
White Non-Hispanic	5,903	4,309	73.0%	5,911	4,419	74.8%
Asian/Pacific Islander	136	107	78.7%	109	89	81.7%
Black Non-Hispanic	162	116	71.6%	162	112	69.1%
Hispanic	325	192	59.1%	347	202	58.2%
Native American	41	21	51.2%	41	19	46.3%
Two or More Races	120	75	62.5%	119	80	67.2%
Total	6,687	4,820	72.1%	6,689	4,921	73.6%
Total						
White Non-Hispanic	7,473	5,161	69.1%	7,492	5,217	69.6%
Asian/Pacific Islander	209	154	73.7%	184	146	79.3%
Black Non-Hispanic	521	319	61.2%	522	321	61.5%
Hispanic	1,096	531	48.4%	1,194	611	51.2%
Native American	123	50	40.7%	105	44	41.9%
Two or More Races	212	128	60.4%	239	148	61.9%
Total	9,634	6,343	65.8%	9,736	6,487	66.6%
Females						
Low Income						
White Non-Hispanic	1,691	1,120	66.2%	1,721	1,113	64.7%
Asian/Pacific Islander	80	59	73.8%	90	70	77.8%
Black Non-Hispanic	412	256	62.1%	437	251	57.4%
Hispanic	830	457	55.1%	917	521	56.8%
Native American	69	23	33.3%	63	22	34.9%
Two or More Races	158	104	65.8%	147	93	63.3%
Total	3,240	2,019	62.3%	3,375	2,070	61.3%
Non-Low Income						
White Non-Hispanic	5,715	4,778	83.6%	5,598	4,685	83.7%
Asian/Pacific Islander	119	95	79.8%	102	79	77.5%
Black Non-Hispanic	137	109	79.6%	157	121	77.1%
Hispanic	362	252	69.6%	337	223	66.2%
Native American	44	24	54.5%	29	9	31.0%
Two or More Races	124	97	78.2%	119	91	76.5%
Total	6,501	5,355	82.4%	6,342	5,208	82.1%
Total						
White Non-Hispanic	7,406	5,898	79.6%	7,319	5,798	79.2%
Asian/Pacific Islander	199	154	77.4%	192	149	77.6%
Black Non-Hispanic	549	365	66.5%	594	372	62.6%
Hispanic	1,192	709	59.5%	1,254	744	59.3%
Native American	113	47	41.6%	92	31	33.7%
Two or More Races	282	201	71.3%	266	184	69.2%
Total	9,741	7,374	75.7%	9,717	7,278	74.9%

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Table A5.5 (Continued)

Gender / Student Income Status / Race/Ethnicity	2011–2012			2012–2013		
	Public HS Grads	# Enrolled in College	College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White Non-Hispanic	3,261	1,972	60.5%	3,302	1,911	57.9%
Asian/Pacific Islander	153	106	69.3%	165	127	77.0%
Black Non-Hispanic	771	459	59.5%	797	460	57.7%
Hispanic	1,601	796	49.7%	1,764	930	52.7%
Native American	151	52	34.4%	127	47	37.0%
Two or More Races	250	157	62.8%	267	161	60.3%
Total	6,187 (31.9%)	3,542	57.2%	6,422 (33.0%)	3,636	56.6%
Non-Low Income						
White Non-Hispanic	11,618	9,087	78.2%	11,509	9,104	79.1%
Asian/Pacific Islander	255	202	79.2%	211	168	79.6%
Black Non-Hispanic	299	225	75.3%	319	233	73.0%
Hispanic	687	444	64.6%	684	425	62.1%
Native American	85	45	52.9%	70	28	40.0%
Two or More Races	244	172	70.5%	238	171	71.8%
Total	13,188 (70.3%)	10,175	77.2%	13,031 (67.0%)	10,129	77.7%
Total						
White Non-Hispanic	14,879	11,059	74.3%	14,811	11,015	74.4%
Asian/Pacific Islander	408	308	75.5%	376	295	78.5%
Black Non-Hispanic	1,070	684	63.9%	1,116	693	62.1%
Hispanic	2,288	1,240	54.2%	2,448	1,355	55.4%
Native American	236	97	41.1%	197	75	38.1%
Two or More Races	494	329	66.6%	505	332	65.7%
Total	19,375 (100.0%)	13,717	70.8%	19,453 (100.0%)	13,765	70.8%

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Table A5.5 (Continued)

Gender / Student Income Status / Race/Ethnicity	2013–2014 Public HS Grads	2013–2014 # Enrolled in College	2013–2014 College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Males						
Low Income						
White Non-Hispanic	1,515	769	50.8%			
Asian/Pacific Islander	100	75	75.0%			
Black Non-Hispanic	362	211	58.3%			
Hispanic	971	516	53.1%			
Native American	62	24	38.7%			
Two or More Races	114	51	44.7%			
Total	3,124	1,646	52.7%			
Non-Low Income						
White Non-Hispanic	5,750	4,337	75.4%			
Asian/Pacific Islander	107	87	81.3%			
Black Non-Hispanic	164	92	56.1%			
Hispanic	391	225	57.5%			
Native American	26	13	50.0%			
Two or More Races	130	98	75.4%			
Total	6,568	4,852	73.9%			
Total						
White Non-Hispanic	7,265	5,106	70.3%			
Asian/Pacific Islander	207	162	78.3%			
Black Non-Hispanic	526	303	57.6%			
Hispanic	1,362	741	54.4%			
Native American	88	37	42.0%			
Two or More Races	244	149	61.1%			
Total	9,692	6,498	67.0%			
Females						
Low Income						
White Non-Hispanic	1,702	1,114	65.5%			
Asian/Pacific Islander	94	75	79.8%			
Black Non-Hispanic	423	250	59.1%			
Hispanic	983	597	60.7%			
Native American	68	28	41.2%			
Two or More Races	167	105	62.9%			
Total	3,437	2,169	63.1%			
Non-Low Income						
White Non-Hispanic	5,578	4,690	84.1%			
Asian/Pacific Islander	144	120	83.3%			
Black Non-Hispanic	140	118	84.3%			
Hispanic	360	245	68.1%			
Native American	31	14	45.2%			
Two or More Races	147	116	78.9%			
Total	6,400	5,303	82.9%			
Total						
White Non-Hispanic	7,280	5,804	79.7%			
Asian/Pacific Islander	238	195	81.9%			
Black Non-Hispanic	563	368	65.4%			
Hispanic	1,343	842	62.7%			
Native American	99	42	42.4%			
Two or More Races	314	221	70.4%			
Total	9,837	7,472	76.0%			

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Table A5.5 (Continued)

Gender / Student Income Status / Race/Ethnicity	2013–2014 Public HS Grads	2013–2014 # Enrolled in College	2013–2014 College Cont. Rate	Public HS Grads	# Enrolled in College	College Cont. Rate
Total						
Low Income						
White Non-Hispanic	3,217	1,883	58.5%			
Asian/Pacific Islander	194	150	77.3%			
Black Non-Hispanic	785	461	58.7%			
Hispanic	1,954	1,113	57.0%			
Native American	130	52	40.0%			
Two or More Races	281	156	55.5%			
Total	6,561 (33.6%)	3,815	58.1%			
Non-Low Income						
White Non-Hispanic	11,328	9,027	79.7%			
Asian/Pacific Islander	251	207	82.5%			
Black Non-Hispanic	304	210	69.1%			
Hispanic	751	470	62.6%			
Native American	57	27	47.4%			
Two or More Races	277	214	77.3%			
Total	12,968 (66.4%)	10,155	78.3%			
Total						
White Non-Hispanic	14,545	10,910	75.0%			
Asian/Pacific Islander	445	357	80.2%			
Black Non-Hispanic	1,089	671	61.6%			
Hispanic	2,705	1,583	58.5%			
Native American	187	79	42.2%			
Two or More Races	558	370	66.3%			
Total	19,529 (100.0%)	13,970	71.5%			

Note. Includes only "on time" graduates (students who graduated from high school in four years or less). Includes graduates of Nebraska's state operated schools. Low-income students = students approved to receive free or reduced-price school lunches (FRL). Non-low-income students = students not approved for FRL. The non-low-income students include at least some students who live in low-income households, but who do not apply for FRL. Since participation in the FRL program is the only indicant of household income in the student records maintained by the Nebraska Department of Education, low-income students in the non-low-income category cannot be identified or excluded for the purposes of analysis. College continuation rate = the number of students enrolled in college on or before April 9, 2013 (2011-12 graduates), April 9, 2014 (2012-13 graduates), or April 16, 2015 (2013–14 graduates) divided by the total number of students who graduated from Nebraska public high schools during the academic year. Data sources: For high school graduates, Nebraska Department of Education, April 2013, April 2014, and August 2015; for number of graduates who enrolled in college, National Student Clearinghouse, April 2013, April 2014, and August 2015.

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Appendix 6

Nebraska and Non-Nebraska, First-Time Freshmen Migration Data

Explanatory Note A6.1
Nebraska-Resident, First-Time Freshmen
Migration Data Collection and Limitations

The data used to estimate the number and percentage of Nebraska high school graduates who go to college in Nebraska or out of state are collected every two years by the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). Referred to as "migration" or "residency" data, these data are collected through the fall IPEDS surveys that are conducted in even-numbered years. Consequently, the latest available data are for fall 2014. Data for fall includes students who start college during the summer, but does not include students who start college in the winter or spring.

Based on the IPEDS data summarized below, almost 99% of all Nebraska-resident first-time freshmen (FTF) attended degree-granting institutions in fall 2014.

Number and Percentage of All Nebraska-Resident, First-Time Freshmen by Type of Institution Attended Fall 2002 through Fall 2012

Type of Institution Attended	Fall 2002		Fall 2004		Fall 2006		Fall 2008	
	N	%	N	%	N	%	N	%
Degree-Granting	17,665	96.6%	17,191	95.9%	17,750	97.3%	17,896	98.1%
Non-Degree-Granting	627	3.4%	736	4.1%	484	2.7%	351	1.9%
Total	18,292	100.0%	17,927	100.0%	18,234	100.0%	18,247	100.0%

Type of Institution Attended	Fall 2010		Fall 2012		Fall 2014			
	N	%	N	%	N	%		
Degree-Granting	18,693	98.0%	17,693	98.7%	17,314	98.8%		
Non-Degree-Granting	387	2.0%	232	1.3%	207	1.2%		
Total	19,080	100.0%	17,925	100.0%	17,521	100.0%		

Note. Includes full-time and part-time students. Institutions are classified as degree-granting based on their classification at the time of each fall survey. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

The residency data reported by the non-degree-granting institutions in Nebraska for 2002 and 2004 were not as complete or consistent as the data reported by the degree-granting institutions. In order to maintain comparability with the 2002 baseline data, Nebraska-resident FTF who attended non-degree-granting schools are excluded from further analysis of the enrollment trends of Nebraska-resident freshmen presented in this section of the *Progress Report*.

The data collected from degree-granting, independent institutions and for-profit schools in fall 2002, 2004 and 2006 are limited by the fact that a few schools did not report the numbers and residence status of their first-time freshmen who graduated from high school within 12 months of college enrollment. See Table A6.8.a, Table A6.8.b and Table A6.8.c for the institutions that did not provide this information.

Table A6.1
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State Degree-Granting Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2004 through Fall 2014 Compared to Fall 2002 Baseline

Where Students Enrolled as FTF	Fall 2002		Fall 2004		Fall 2006		Fall 2008	
	N	%	N	%	N	%	N	%
Nebraska Schools	10,961	81.3%	10,887	80.3%	11,547	81.7%	11,918	82.0%
Out-of-State Schools	2,513	18.7%	2,678	19.7%	2,586	18.3%	2,625	18.0%
Total	13,474	100.0%	13,565	100.0%	14,133	100.0%	14,543	100.0%
Δ Since the Previous IPEDS Survey			91	0.7%	568	4.2%	410	2.9%

Where Students Enrolled as FTF	Fall 2010		Fall 2012		Fall 2014		Δ Since Fall 2002	
	N	%	N	%	N	%	N	%
Nebraska Schools	12,457	83.8%	11,975	81.1%	11,489	81.1%	528	4.8%
Out-of-State Schools	2,415	16.2%	2,784	18.9%	2,681	18.9%	168	6.7%
Total	14,872	100.0%	14,759	100.0%	14,170	100.0%	696	5.2%
Δ Since the Previous IPEDS Survey	329	2.3%	-113	-0.8%	-589	-4.0%		

Note. Includes full-time and part-time students. Institutions are classified as degree-granting based on their classification at the time of each fall survey. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

Table A6.2
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska Degree-Granting Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2004 through Fall 2014 Compared to Fall 2002 Baseline

Where Students Enrolled as FTF	Fall 2002		Fall 2004		Fall 2006		Fall 2008	
	N	%	N	%	N	%	N	%
University of Nebraska	5,313	48.5%	4,988	45.8%	5,452	47.2%	5,651	47.4%
Nebraska State College System	880	8.0%	818	7.5%	892	7.7%	942	7.9%
Nebraska Community Colleges	2,918	26.6%	3,084	28.3%	3,326	28.8%	3,431	28.8%
Public Total	9,111	83.1%	8,890	81.7%	9,670	83.7%	10,024	84.1%
Independent Colleges and Universities	1,728	15.8%	1,847	17.0%	1,779	15.4%	1,727	14.5%
For-Profit Schools	122	1.1%	150	1.4%	98	0.8%	167	1.4%
Nebraska Total	10,961	100.0%	10,887	100.0%	11,547	100.0%	11,918	100.0%

Where Students Enrolled as FTF	Fall 2010		Fall 2012		Fall 2014		Δ Since Fall 2002	
	N	%	N	%	N	%	N	%
University of Nebraska	5,690	45.7%	5,454	45.5%	5,776	50.3%	463	8.7%
Nebraska State College System	965	7.7%	924	7.7%	994	8.7%	114	13.0%
Nebraska Community Colleges	3,989	32.0%	3,920	32.7%	3,126	27.2%	208	7.1%
Public Total	10,644	85.4%	10,298	86.0%	9,896	86.1%	785	8.6%
Independent Colleges and Universities	1,709	13.7%	1,623	13.6%	1,551	13.5%	-177	-10.2%
For-Profit Schools	104	0.8%	54	0.5%	42	0.4%	-80	-65.6%
Nebraska Total	12,457	100.0%	11,975	100.0%	11,489	100.0%	528	4.8%

Note. Includes full-time and part-time students. Institutions are classified as degree-granting based on their classification at the time of each fall survey. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

Table A6.3
Nebraska-Resident, First-Time Freshmen
Enrolled at Nebraska and Out-of-State, Degree-Granting Postsecondary Institutions
More than 12 Months After High School Graduation
Fall 2004 through Fall 2014 Compared to Fall 2002 Baseline

Where Students Enrolled as FTF	Fall 2002		Fall 2004		Fall 2006		Fall 2008	
	N	%	N	%	N	%	N	%
Nebraska Schools	3,600	85.9%	3,044	83.9%	3,098	85.7%	2,735	81.6%
Out-of-State Schools	591	14.1%	582	16.1%	519	14.3%	618	18.4%
Total	4,191	100.0%	3,626	100.0%	3,617	100.0%	3,353	100.0%
Δ Since the Previous IPEDS Survey			-565	-13.5%	-9	-0.2%	-264	-7.3%

Where Students Enrolled as FTF	Fall 2010		Fall 2012		Fall 2014		Δ Since Fall 2002	
	N	%	N	%	N	%	N	%
Nebraska Schools	3,210	84.0%	2,427	82.7%	2,656	84.5%	-944	-26.2%
Out-of-State Schools	611	16.0%	507	17.3%	488	15.5%	-103	-17.4%
Total	3,821	100.0%	2,934	100.0%	3,144	100.0%	-1,047	-25.0%
Δ Since the Previous IPEDS Survey	468	14.0%	-887	-23.2%	210	7.2%		

Note. Includes full-time and part-time students. Institutions are classified as degree-granting based on their classification at the time of each fall survey. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

Table A6.4
Nebraska-Resident First-Time Freshmen,
Enrolled at Nebraska Degree-Granting Postsecondary Institutions
More than 12 Months After High School Graduation
Fall 2004 through Fall 2014 Compared to Fall 2002 Baseline

Where Students Enrolled as FTF	Fall 2002		Fall 2004		Fall 2006		Fall 2008	
	N	%	N	%	N	%	N	%
University of Nebraska	314	8.7%	158	5.2%	233	7.5%	292	10.7%
Nebraska State College System	54	1.5%	63	2.1%	44	1.4%	50	1.8%
Nebraska Community Colleges	1,834	50.9%	1,860	61.1%	2,074	66.9%	2,010	73.5%
Public Total	2,202	61.2%	2,081	68.4%	2,351	75.9%	2,352	86.0%
Independent Colleges and Universities	316	8.8%	252	8.3%	232	7.5%	99	3.6%
For-Profit Schools	1,082	30.1%	711	23.4%	515	16.6%	284	10.4%
Nebraska Total	3,600	100.0%	3,044	100.0%	3,098	100.0%	2,735	100.0%

Where Students Enrolled as FTF	Fall 2010		Fall 2012		Fall 2014		Δ Since Fall 2002	
	N	%	N	%	N	%	N	%
University of Nebraska	238	7.4%	136	5.6%	189	7.1%	-125	-39.8%
Nebraska State College System	47	1.5%	59	2.4%	56	2.1%	2	3.7%
Nebraska Community Colleges	2,304	71.8%	1,908	78.6%	2,190	82.5%	356	19.4%
Public Total	2,589	80.7%	2,103	86.7%	2,435	91.7%	233	10.6%
Independent Colleges and Universities	116	3.6%	141	5.8%	70	2.6%	-246	-77.8%
For-Profit Schools	505	15.7%	183	7.5%	151	5.7%	-931	-86.0%
Nebraska Total	3,210	100.0%	2,427	100.0%	2,656	100.0%	-944	-26.2%

Note. Includes full-time and part-time students. Institutions are classified as degree-granting based on their classification at the time of each fall survey. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

Table A6.5
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Colleges and Universities
Classified by Type of Institution Attended
Fall 2004 through Fall 2014 Compared to Fall 2002 Baseline

Type of Postsecondary Institution in Nebraska	Fall 2002		Fall 2004		Fall 2006		Fall 2008	
	N	%	N	%	N	%	N	%
Degree-Granting	2,938	98.3%	3,000	98.4%	3,218	99.1%	3,368	99.4%
Non-Degree-Granting	51	1.7%	50	1.6%	28	0.9%	20	0.6%
Total	2,989	100.0%	3,050	100.0%	3,246	100.0%	3,388	100.0%
Δ Since the Previous IPEDS Survey			61	2.0%	196	6.4%	142	4.4%

Type of Postsecondary Institution in Nebraska	Fall 2010		Fall 2012		Fall 2014		Δ Since Fall 2002	
	N	%	N	%	N	%	N	%
Degree-Granting	3,445	99.7%	3,593	99.6%	4,048	99.8%	1,110	37.8%
Non-Degree-Granting	12	0.3%	16	0.4%	7	0.2%	-44	-86.3%
Total	3,457	100.0%	3,609	100.0%	4,055	100.0%	1,066	35.7%
Δ Since the Previous IPEDS Survey	69	2.0%	152	4.4%	446	12.4%		

Note. Includes full-time and part-time students. Does not include students with reported unknown states of residence and students for whom no residence information was reported. Institutions are classified as degree-granting based on their classification at the time of each fall survey. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

Table A6.6
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Degree-Granting, Postsecondary Institutions
Within 12 Months of High School Graduation
Fall 2004 through Fall 2014 Compared to Fall 2002 Baseline

Where Students Enrolled as FTF	Fall 2002		Fall 2004		Fall 2006		Fall 2008	
	N	%	N	%	N	%	N	%
University of Nebraska	854	34.7%	805	33.2%	966	34.7%	1,079	36.4%
Nebraska State College System	240	9.8%	253	10.4%	227	8.2%	259	8.7%
Nebraska Community Colleges	143	5.8%	142	5.9%	200	7.2%	192	6.5%
Public Total	1,237	50.3%	1,200	49.5%	1,393	50.1%	1,530	51.7%
Independent Colleges and Universities	1,209	49.2%	1,196	49.3%	1,374	49.4%	1,412	47.7%
For-Profit Schools	12	0.5%	28	1.2%	16	0.6%	19	0.6%
Nebraska Total	2,458	100.0%	2,424	100.0%	2,783	100.0%	2,961	100.0%

Where Students Enrolled as FTF	Fall 2010		Fall 2012		Fall 2014		Δ Since Fall 2002	
	N	%	N	%	N	%	N	%
University of Nebraska	1,006	34.2%	1,072	36.1%	1,347	38.7%	493	57.7%
Nebraska State College System	277	9.4%	294	9.9%	331	9.5%	91	37.9%
Nebraska Community Colleges	185	6.3%	271	9.1%	295	8.5%	152	106.3%
Public Total	1,468	49.9%	1,637	55.2%	1,973	56.6%	736	59.5%
Independent Colleges and Universities	1,452	49.3%	1,316	44.3%	1,502	43.1%	293	24.2%
For-Profit Schools	24	0.8%	15	0.5%	9	0.3%	-3	-25.0%
Nebraska Total	2,944	100.0%	2,968	100.0%	3,484	100.0%	1,026	41.7%

Note. Includes full-time and part-time students as well as nonresident alien students. Does not include students with reported unknown states of residence and students for whom no residence information was reported. Institutions are classified as degree-granting based on their classification at the time of each fall survey. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

Table A6.7
Non-Nebraska, First-Time Freshmen
Enrolled at Nebraska Degree-Granting, Postsecondary Institutions
More than 12 Months after High School Graduation
Fall 2004 through Fall 2014 Compared to Fall 2002 Baseline

Where Students Enrolled as FTF	Fall 2002		Fall 2004		Fall 2006		Fall 2008	
	N	%	N	%	N	%	N	%
University of Nebraska	104	21.7%	68	11.8%	116	26.7%	105	25.8%
Nebraska State College System	25	5.2%	16	2.8%	23	5.3%	33	8.1%
Nebraska Community Colleges	128	26.7%	143	24.8%	137	31.5%	167	41.0%
Public Total	257	53.5%	227	39.4%	276	63.4%	305	74.9%
Independent Colleges and Universities	98	20.4%	265	46.0%	102	23.4%	69	17.0%
For-Profit Schools	125	26.0%	84	14.6%	57	13.1%	33	8.1%
Nebraska Total	480	100.0%	576	100.0%	435	100.0%	407	100.0%

Where Students Enrolled as FTF	Fall 2010		Fall 2012		Fall 2014		∆ Since Fall 2002	
	N	%	N	%	N	%	N	%
University of Nebraska	122	24.4%	199	31.8%	154	27.3%	50	48.1%
Nebraska State College System	38	7.6%	32	5.1%	38	6.7%	13	52.0%
Nebraska Community Colleges	234	46.7%	200	32.0%	188	33.3%	60	46.9%
Public Total	394	78.6%	431	69.0%	380	67.4%	123	47.9%
Independent Colleges and Universities	80	16.0%	180	28.8%	173	30.7%	75	76.5%
For-Profit Schools	27	5.4%	14	2.2%	11	2.0%	-114	-91.2%
Nebraska Total	501	100.0%	625	100.0%	564	100.0%	84	17.5%

Note. Includes full-time and part-time students as well as nonresident alien students. Does not include students with reported unknown states of residence and students for whom no residence information was reported. Institutions are classified as degree-granting based on their classification at the time of each fall survey. FTF = first-time freshmen; ∆ = change. Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

Table A6.8.a
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2002

Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	**9,111**	**88.0%**	**1,119**	**10.8%**	**118**	**1.1%**	**10,348**
University of Nebraska	**5,313**	**86.2%**	**744**	**12.1%**	**110**	**1.8%**	**6,167**
NCTA-Curtis	96	90.6%	10	9.4%			106
University of Nebraska at Kearney	884	86.8%	87	8.5%	47	4.6%	1,018
University of Nebraska-Lincoln	2,934	83.1%	534	15.1%	62	1.8%	3,530
University of Neb. Medical Center	Not applicable						
University of Nebraska at Omaha	1,399	92.5%	113	7.5%	1	0.1%	1,513
Nebraska State College System	**880**	**78.6%**	**238**	**21.3%**	**2**	**0.2%**	**1,120**
Chadron State College	266	69.6%	116	30.4%			382
Peru State College	129	84.3%	24	15.7%			153
Wayne State College	485	82.9%	98	16.8%	2	0.3%	585
Nebraska Community Colleges	**2,918**	**95.3%**	**137**	**4.5%**	**6**	**0.2%**	**3,061**
Central Community College	298	98.0%	6	2.0%			304
Metropolitan Community College	613	96.7%	21	3.3%			634
Mid-Plains Community College	211	92.5%	15	6.6%	2	0.9%	228
Northeast Community College	578	93.7%	35	5.7%	4	0.6%	617
Southeast Community College	987	97.0%	31	3.0%			1,018
Western Neb. Community College	231	88.8%	29	11.2%			260
Nebraska Independent Colleges and Universities	**1,728**	**58.8%**	**1,164**	**39.6%**	**45**	**1.5%**	**2,937**
Bellevue University	No information						
Clarkson College	28	80.0%	7	20.0%			35
College of St. Mary	62	80.5%	14	18.2%	1	1.3%	77
Concordia University	128	42.0%	177	58.0%			305
Creighton University	325	40.7%	463	58.0%	10	1.3%	798
Dana College	62	47.0%	70	53.0%			132
Doane College-Crete	227	81.7%	51	18.3%			278
Doane College-Lincoln	Not applicable						
Grace University	42	50.0%	42	50.0%			84
Hastings College	207	75.3%	65	23.6%	3	1.1%	275
Little Priest Tribal College	7	100.0%					7
Midland Lutheran College	209	81.3%	47	18.3%	1	0.4%	257
Nebraska Christian College	28	46.7%	29	48.3%	3	5.0%	60
Neb. Indian Community College	1	100.0%					1
Nebraska Methodist College	26	83.9%	5	16.1%			31
Nebraska Wesleyan University	319	94.9%	17	5.1%			336
Platte Valley Bible College	2	28.6%	5	71.4%			7
Union College	23	13.4%	125	72.7%	24	14.0%	172
York College	32	39.0%	47	57.3%	3	3.7%	82

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Table A6.8.a Fall 2002 Continued							
Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
For-Profit Degree-Granting Schools	**122**	**91.0%**	**12**	**9.0%**			**134**
ITT Technical Institute-Omaha	15	78.9%	4	21.1%			19
Lincoln School of Commerce	51	100.0%					51
Myotherapy Institute	No information						
Nebraska College of Business	37	92.5%	3	7.5%			40
The Creative Center	No information						
Vatterott College	13	72.2%	5	27.8%			18
Vatterott College-Spring Valley	6	100.0%					6
Total Degree-Granting Institutions	**10,961**	**81.7%**	**2,295**	**17.1%**	**163**	**1.2%**	**13,419**
Non-Degree-Granting Institutions	**269**	**91.8%**	**24**	**8.2%**	**0**	**0.0%**	**293**
Alegent Health School of Radiologic Technology	Not applicable						
BryanLGH Cllge of Health Sciences	Not applicable						
Capitol School of Hairstyling	72	90.0%	8	10.0%			80
College of Hair Design	24	100.0%		0.0%			24
Fullen School of Hair Design	No information						
Josephs College of Beauty-Lincoln	82	97.6%	2	2.4%			84
La'James International College	No information						
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	26	100.0%					26
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	65	82.3%	14	17.7%			79
Nebraska Total	**11,230**	**81.9%**	**2,319**	**16.9%**	**163**	**1.2%**	**13,712**

Note. Institutions are classified as degree-granting based on their classification at the time of the fall 2002 survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. Data source: National Center for Education Statistics, IPEDS fall 2002 survey.

Table A6.8.b
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2004

Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	**8,890**	**88.1%**	**1,093**	**10.8%**	**107**	**1.1%**	**10,090**
University of Nebraska	**4,988**	**86.1%**	**702**	**12.1%**	**103**	**1.8%**	**5,793**
NCTA-Curtis	77	77.8%	22	22.2%			99
University of Nebraska at Kearney	951	88.1%	68	6.3%	61	5.6%	1,080
University of Nebraska-Lincoln	2,511	81.4%	534	17.3%	40	1.3%	3,085
University of Neb. Medical Center	Not applicable						
University of Nebraska at Omaha	1,449	94.8%	78	5.1%	2	0.1%	1,529
Nebraska State College System	**818**	**76.4%**	**253**	**23.6%**	**0**	**0.0%**	**1,071**
Chadron State College	231	63.8%	131	36.2%			362
Peru State College	139	79.9%	35	20.1%			174
Wayne State College	448	83.7%	87	16.3%			535
Nebraska Community Colleges	**3,084**	**95.6%**	**138**	**4.3%**	**4**	**0.1%**	**3,226**
Central Community College	362	98.9%	4	1.1%			366
Metropolitan Community College	668	98.1%	13	1.9%			681
Mid-Plains Community College	162	83.1%	33	16.9%			195
Northeast Community College	578	94.3%	35	5.7%			613
Southeast Community College	1,084	96.0%	45	4.0%			1,129
Western Neb. Community College	230	95.0%	8	3.3%	4	1.7%	242
Nebraska Independent Colleges and Universities	**1,847**	**60.7%**	**1,186**	**39.0%**	**10**	**0.3%**	**3,043**
Bellevue University	39	84.8%	7	15.2%			46
BryanLGH Cllge of Health Sciences	3	100.0%					3
Clarkson College	25	67.6%	12	32.4%			37
College of St. Mary	59	83.1%	12	16.9%			71
Concordia University	87	37.0%	148	63.0%			235
Creighton University	365	37.9%	596	61.8%	3	0.3%	964
Dana College	120	59.1%	83	40.9%			203
Doane College	242	79.3%	62	20.3%	1	0.3%	305
Grace University	18	29.0%	44	71.0%			62
Hastings College	221	77.3%	65	22.7%			286
Little Priest Tribal College	14	87.5%	2	12.5%			16
Midland Lutheran College	200	80.0%	47	18.8%	3	1.2%	250
Nebraska Christian College	21	56.8%	16	43.2%			37
Nebraska Indian Community College	No information						
Nebraska Methodist College	No information						
Nebraska Wesleyan University	397	94.1%	25	5.9%			422
Platte Valley Bible College	2	25.0%	6	75.0%			8
Union College	No information						
York College	34	34.7%	61	62.2%	3	3.1%	98

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Table A6.8.b Fall 2004 Continued							
Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
For-Profit Degree-Granting Schools	**150**	**84.3%**	**28**	**15.7%**	**0**	**0.0%**	**178**
Hamilton College-Lincoln Campus[a]	54	100.0%					54
Hamilton College-Omaha Campus[b]	27	90.0%	3	10.0%			30
ITT Technical Institute-Omaha	27	71.1%	11	28.9%			38
Myotherapy Institute	10	100.0%					10
The Creative Center	24	64.9%	13	35.1%			37
Vatterott College							0
Vatterott College-Spring Valley	8	88.9%	1	11.1%			9
Total Degree-Granting Institutions	**10,887**	**81.8%**	**2,307**	**17.3%**	**117**	**0.9%**	**13,311**
Non-Degree-Granting Institutions	**211**	**94.6%**	**12**	**5.4%**	**0**	**0.0%**	**223**
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling							0
College of Hair Design	23	92.0%	2	8.0%			25
Fullen School of Hair Design	8	100.0%	0	0.0%			8
Josephs College of Beauty-Lincoln	64	98.5%	1	1.5%			65
La'James International College	No information						
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	116	92.8%	9	7.2%			125
Nebraska Total	**11,098**	**82.0%**	**2,319**	**17.1%**	**117**	**0.9%**	**13,534**

Note. Institutions are classified as degree-granting based on their classification at the time of the fall 2004 survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. Data source: National Center for Education Statistics, IPEDS fall 2004 survey.

[a] Formerly known as the Lincoln School of Commerce.

[b] Formerly known as the Nebraska College of Business.

Table A6.8.c
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2006

Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	**9,670**	**87.4%**	**1,299**	**11.7%**	**94**	**0.8%**	**11,063**
University of Nebraska	**5,452**	**84.9%**	**879**	**13.7%**	**87**	**1.4%**	**6,418**
NCTA-Curtis	91	79.8%	23	20.2%			114
University of Nebraska at Kearney	804	88.3%	57	6.3%	50	5.5%	911
University of Nebraska-Lincoln	3,038	80.5%	705	18.7%	33	0.9%	3,776
University of Neb. Medical Center	Not applicable						
University of Nebraska at Omaha	1,519	93.9%	94	5.8%	4	0.2%	1,617
Nebraska State College System	**892**	**79.7%**	**227**	**20.3%**	**0**	**0.0%**	**1,119**
Chadron State College	217	66.6%	109	33.4%			326
Peru State College	168	85.3%	29	14.7%			197
Wayne State College	507	85.1%	89	14.9%			596
Nebraska Community Colleges	**3,326**	**94.3%**	**193**	**5.5%**	**7**	**0.2%**	**3,526**
Central Community College	694	99.1%	6	0.9%			700
Metropolitan Community College	751	97.2%	22	2.8%			773
Mid-Plains Community College	149	75.6%	47	23.9%	1	0.5%	197
Northeast Community College	550	96.2%	22	3.8%			572
Southeast Community College	927	95.2%	47	4.8%			974
Western Neb. Community College	255	82.3%	49	15.8%	6	1.9%	310
Nebraska Independent Colleges and Universities	**1,779**	**56.4%**	**1,359**	**43.1%**	**15**	**0.5%**	**3,153**
Bellevue University	69	90.8%	7	9.2%			76
BryanLGH Cllge of Health Sciences	4	100.0%					4
Clarkson College	No information						
College of St. Mary	56	74.7%	19	25.3%			75
Concordia University	113	39.4%	174	60.6%			287
Creighton University	357	37.0%	602	62.4%	5	0.5%	964
Dana College	78	56.1%	61	43.9%			139
Doane College	195	79.6%	50	20.4%			245
Doane College-Lincoln	5	100.0%					5
Grace University	48	75.0%	16	25.0%			64
Hastings College	172	65.9%	87	33.3%	2	0.8%	261
Little Priest Tribal College	11	91.7%	1	8.3%			12
Midland Lutheran College	210	78.7%	57	21.3%			267
Nebraska Christian College	19	45.2%	23	54.8%			42
Neb. Indian Community College	9	100.0%					9
Nebraska Methodist College	20	90.9%	2	9.1%			22
Nebraska Wesleyan University	369	89.6%	40	9.7%	3	0.7%	412
Summit Christian College[a]	1	50.0%	1	50.0%			2
Union College	23	12.6%	156	85.2%	4	2.2%	183
York College	20	23.8%	63	75.0%	1	1.2%	84

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Table A6.8.c Fall 2006 Continued							
Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
For-Profit Degree-Granting Schools	**98**	**86.0%**	**16**	**14.0%**	**0**	**0.0%**	**114**
Hamilton College-Lincoln Campus	53	96.4%	2	3.6%			55
Hamilton College-Omaha Campus	10	100.0%					10
ITT Technical Institute-Omaha	13	76.5%	4	23.5%			17
Myotherapy Institute	7	100.0%					7
The Creative Center	12	54.5%	10	45.5%			22
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha Campus							
Vatterott College	Closed fall 2005.						
Vatterott College-Spring Valley	No information.						
Total Degree-Granting Institutions	**11,547**	**80.6%**	**2,674**	**18.7%**	**109**	**0.8%**	**14,330**
Non-Degree-Granting Institutions	**189**	**94.5%**	**11**	**5.5%**	**0**	**0.0%**	**200**
Alegent Health School of Radiologic Technology	Not applicable						
Capitol School of Hairstyling	13	100.0%					13
College of Hair Design	24	96.0%	1	4.0%			25
Fullen School of Hair Design	1	100.0%					1
Josephs College of Beauty-Lincoln	76	95.0%	4	5.0%			80
La'James International College	42	95.5%	2	4.5%			44
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	11	73.3%	4	26.7%			15
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	22	100.0%					22
Nebraska Total	**11,736**	**80.8%**	**2,685**	**18.5%**	**109**	**0.8%**	**14,530**

Note. Institutions are classified as degree-granting based on their classification at the time of the fall 2006 survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. Data source: National Center for Education Statistics, IPEDS fall 2006 survey.

[a] Platte Valley Bible College became known as Summit Christian College as of fall 2005.

Table A6.8.d
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2008

Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	**10,024**	**86.8%**	**1,451**	**12.6%**	**79**	**0.7%**	**11,554**
University of Nebraska	**5,651**	**84.0%**	**1,014**	**15.1%**	**65**	**1.0%**	**6,730**
NCTA-Curtis	65	78.3%	18	21.7%			83
University of Nebraska at Kearney	881	90.2%	85	8.7%	11	1.1%	977
University of Nebraska-Lincoln	3,124	79.6%	754	19.2%	45	1.1%	3,923
University of Neb. Medical Center	Not applicable						
University of Nebraska at Omaha	1,581	90.5%	157	9.0%	9	0.5%	1,747
Nebraska State College System	**942**	**78.4%**	**257**	**21.4%**	**2**	**0.2%**	**1,201**
Chadron State College	249	68.2%	114	31.2%	2	0.5%	365
Peru State College	177	84.3%	33	15.7%			210
Wayne State College	516	82.4%	110	17.6%			626
Nebraska Community Colleges	**3,431**	**94.7%**	**180**	**5.0%**	**12**	**0.3%**	**3,623**
Central Community College	707	99.2%	6	0.8%			713
Metropolitan Community College	672	97.1%	20	2.9%			692
Mid-Plains Community College	173	77.9%	43	19.4%	6	2.7%	222
Northeast Community College	546	94.8%	30	5.2%			576
Southeast Community College	1,072	98.7%	14	1.3%			1,086
Western Neb. Community College	261	78.1%	67	20.1%	6	1.8%	334
Nebraska Independent Colleges and Universities	**1,727**	**55.0%**	**1,386**	**44.2%**	**26**	**0.8%**	**3,139**
Bellevue University	102	88.7%	13	11.3%			115
BryanLGH Cllge of Health Sciences	24	96.0%	1	4.0%			25
Clarkson College	13	92.9%	1	7.1%			14
College of St. Mary	52	86.7%	8	13.3%			60
Concordia University	106	39.8%	160	60.2%			266
Creighton University	309	31.7%	650	66.6%	17	1.7%	976
Dana College	77	57.0%	58	43.0%			135
Doane College	203	83.9%	39	16.1%			242
Doane College-Lincoln	4	100.0%					4
Grace University	55	57.3%	41	42.7%			96
Hastings College	211	66.8%	104	32.9%	1	0.3%	316
Little Priest Tribal College	15	93.8%	1	6.3%			16
Midland Lutheran College	93	66.0%	46	32.6%	2	1.4%	141
Nebraska Christian College	23	60.5%	15	39.5%			38
Nebraska Indian Community College	3	100.0%					3
Nebraska Methodist College	40	90.9%	4	9.1%			44
Nebraska Wesleyan University	339	89.2%	41	10.8%			380
Summit Christian College	4	40.0%	6	60.0%			10
Union College	18	11.9%	127	84.1%	6	4.0%	151
York College	36	33.6%	71	66.4%			107

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Table A6.8.d Fall 2008 Continued							
	Nebraska Students		Out-of-State Students		Nonresident Aliens		
Sector or Institutions	N	%	N	%	N	%	Total
For-Profit Degree-Granting Schools	**167**	**89.8%**	**19**	**10.2%**	**0**	**0.0%**	**186**
Alegent Health School of Radiologic Technology	Not applicable						
ITT Technical Institute-Omaha	38	100.0%					38
Kaplan University-Lincoln Campus[a]	17	94.4%	1	5.6%			18
Kaplan University-Omaha Campus[b]	46	93.9%	3	6.1%			49
Myotherapy Institute	27	100.0%					27
The Creative Center	28	65.1%	15	34.9%			43
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha							0
Vatterott College-Spring Valley	8	100.0%					8
Total Degree-Granting Institutions	**11,918**	**80.1%**	**2,856**	**19.2%**	**105**	**0.7%**	**14,879**
Non-Degree-Granting Institutions	**178**	**93.7%**	**12**	**6.3%**	**0**	**0.0%**	**190**
Capitol School of Hairstyling	25	89.3%	3	10.7%			28
College of Hair Design	35	97.2%	1	2.8%			36
Fullen School of Hair Design	9	90.0%	1	10.0%			10
Josephs College of Beauty-Lincoln	44	100.0%					44
La'James International College	8	100.0%					8
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Omaha School of Massage Therapy	22	91.7%	2	8.3%			24
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	35	87.5%	5	12.5%			40
Nebraska Total	**12,096**	**80.3%**	**2,868**	**19.0%**	**105**	**0.7%**	**15,069**

Note. Institutions are classified as degree-granting based on their classification at the time of the fall 2008 survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. Data source: National Center for Education Statistics, IPEDS fall 2008 survey.

[a] Formerly known as Hamilton College-Lincoln.

[b] Formerly known as Hamilton College-Omaha.

Table A6.8.e
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2010

Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	**10,644**	**87.9%**	**1,386**	**11.4%**	**82**	**0.7%**	**12,112**
University of Nebraska	**5,690**	**85.0%**	**933**	**13.9%**	**73**	**1.1%**	**6,696**
NCTA-Curtis	83	80.6%	20	19.4%			103
University of Nebraska at Kearney	879	89.3%	93	9.5%	12	1.2%	984
University of Nebraska-Lincoln	3,189	80.6%	705	17.8%	61	1.5%	3,955
University of Neb. Medical Center	Not applicable						
University of Nebraska at Omaha	1,539	93.0%	115	7.0%			1,654
Nebraska State College System	**965**	**77.7%**	**275**	**22.1%**	**2**	**0.2%**	**1,242**
Chadron State College	213	61.2%	135	38.8%			348
Peru State College	178	74.2%	62	25.8%			240
Wayne State College	574	87.8%	78	11.9%	2	0.3%	654
Nebraska Community Colleges	**3,989**	**95.6%**	**178**	**4.3%**	**7**	**0.2%**	**4,174**
Central Community College	800	99.4%	5	0.6%			805
Metropolitan Community College	976	97.0%	30	3.0%			1,006
Mid-Plains Community College	194	78.5%	50	20.2%	3	1.2%	247
Northeast Community College	676	97.1%	19	2.7%	1	0.1%	696
Southeast Community College	1,082	98.2%	19	1.7%	1	0.1%	1,102
Western Neb. Community College	261	82.1%	55	17.3%	2	0.6%	318
Nebraska Independent Colleges and Universities	**1,709**	**54.1%**	**1,432**	**45.3%**	**20**	**0.6%**	**3,161**
Bellevue University	47	85.5%	8	14.5%			55
BryanLGH Cllge of Health Sciences	33	97.1%	1	2.9%			34
Clarkson College	7	100.0%					7
College of St. Mary	64	76.2%	20	23.8%			84
Concordia University	129	48.0%	139	51.7%	1	0.4%	269
Creighton University	272	27.0%	718	71.4%	16	1.6%	1,006
Dana College	Closed fall 2009						
Doane College-Crete	268	83.8%	52	16.3%			320
Doane College-Lincoln							0
Grace University	28	54.9%	23	45.1%			51
Hastings College	214	68.6%	97	31.1%	1	0.3%	312
Little Priest Tribal College	12	100.0%					12
Midland University	145	64.7%	78	34.8%	1	0.4%	224
Nebraska Christian College	26	53.1%	23	46.9%			49
Nebraska Indian Community College	12	100.0%					12
Nebraska Methodist College of Nursing & Allied Health	32	91.4%	2	5.7%	1	2.9%	35
Nebraska Wesleyan University	367	85.5%	62	14.5%			429
Summit Christian College	1	25.0%	3	75.0%			4
Union College	13	9.4%	126	90.6%			139
York College	39	32.8%	80	67.2%			119

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Table A6.8.e Fall 2010 Continued							
Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
For-Profit Degree-Granting Schools	**104**	**81.3%**	**24**	**18.8%**	**0**	**0.0%**	**128**
Alegent Health School of Radiologic Technology	Not applicable						
ITT Technical Institute-Omaha	22	100.0%					22
Kaplan University-Lincoln Campus	6	100.0%					6
Kaplan University -Omaha Campus	10	90.9%	1	9.1%			11
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Myotherapy Institute	6	100.0%					6
Omaha School of Massage and Healthcare of Herzing University	20	83.3%	4	16.7%			24
The Creative Center	17	51.5%	16	48.5%			33
Universal College of Healing Arts	3	100.0%					3
University of Phoenix-Omaha							0
Vatterott College-Spring Valley	20	87.0%	3	13.0%			23
Total Degree-Granting Institutions	**12,457**	**80.9%**	**2,842**	**18.5%**	**102**	**0.7%**	**15,401**
Non-Degree-Granting Institutions	**194**	**98.0%**	**4**	**2.0%**	**0**	**0.0%**	**198**
Capitol School of Hairstyling	80	100.0%					80
College of Hair Design	17	100.0%					17
College of Hair Design-East Campus	27	93.1%	2	6.9%			29
Fullen School of Hair Design	8	100.0%					8
Josephs College of Beauty-Lincoln	28	93.3%	2	6.7%			30
La'James International College	11	100.0%					11
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International School of Hair Design II Inc	23	100.0%					23
Nebraska Total	**12,651**	**81.1%**	**2,846**	**18.2%**	**102**	**0.7%**	**15,599**

Note. Institutions are classified as degree-granting based on their classification at the time of the fall 2010 survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. Data source: National Center for Education Statistics, IPEDS fall 2010 survey.

Table A6.8.f
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2012

Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	**10,298**	**86.3%**	**1,520**	**12.7%**	**117**	**1.0%**	**11,935**
University of Nebraska	**5,454**	**83.6%**	**979**	**15.0%**	**93**	**1.4%**	**6,526**
NCTA-Curtis	75	81.5%	17	18.5%			92
University of Nebraska at Kearney	893	90.3%	82	8.3%	14	1.4%	989
University of Nebraska-Lincoln	2,975	78.7%	738	19.5%	66	1.7%	3,779
University of Neb. Medical Center	Not applicable						
University of Nebraska at Omaha	1,511	90.7%	142	8.5%	13	0.8%	1,666
Nebraska State College System	**924**	**75.9%**	**292**	**24.0%**	**2**	**0.2%**	**1,218**
Chadron State College	218	59.4%	149	40.6%			367
Peru State College	120	70.2%	50	29.2%	1	0.6%	171
Wayne State College	586	86.2%	93	13.7%	1	0.1%	680
Nebraska Community Colleges	**3,920**	**93.5%**	**249**	**5.9%**	**22**	**0.5%**	**4,191**
Central Community College	713	98.5%	11	1.5%			724
Metropolitan Community College	989	97.6%	24	2.4%			1,013
Mid-Plains Community College	263	82.2%	56	17.5%	1	0.3%	320
Northeast Community College	660	95.4%	31	4.5%	1	0.1%	692
Southeast Community College	1,023	93.5%	68	6.2%	3	0.3%	1,094
Western Neb. Community College	272	78.2%	59	17.0%	17	4.9%	348
Nebraska Independent Colleges and Universities	**1,623**	**55.2%**	**1,278**	**43.5%**	**38**	**1.3%**	**2,939**
Bellevue University	35	74.5%	12	25.5%			47
Bryan College of Health Sciences	40	97.6%	1	2.4%			41
Clarkson College	37	86.0%	6	14.0%			43
College of Saint Mary	68	76.4%	21	23.6%			89
Concordia University-Seward	138	47.3%	150	51.4%	4	1.4%	292
Creighton University	210	22.4%	712	75.8%	17	1.8%	939
Doane College-Crete	280	86.7%	42	13.0%	1	0.3%	323
Doane College-Lincoln							0
Grace University	38	55.9%	30	44.1%			68
Hastings College	140	59.8%	91	38.9%	3	1.3%	234
Little Priest Tribal College	3	100.0%					3
Midland University	238	78.0%	67	22.0%			305
Nebraska Christian College	13	44.8%	16	55.2%			29
Neb. Indian Community College	13	81.3%	3	18.8%			16
Nebraska Methodist College of Nursing & Allied Health	27	93.1%	2	6.9%			29
Nebraska Wesleyan University	304	86.1%	46	13.0%	3	0.8%	353
Summit Christian College	6	46.2%	7	53.8%			13
Union College	1	3.1%	21	65.6%	10	31.3%	32
York College	32	38.6%	51	61.4%			83

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Table A6.8.f Fall 2012 Continued							
Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
For-Profit Degree-Granting Schools	**54**	**78.3%**	**15**	**100.0%**	**0**	**0.0%**	**69**
Alegent Health School of Radiologic Technology	Not applicable						
ITT Technical Institute-Omaha	16	100.0%					**16**
Kaplan University-Lincoln Campus	1	100.0%					1
Kaplan University-Omaha Campus	4	80.0%	1	20.0%			5
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Myotherapy Institute	3	100.0%					3
National American University-Bellevue	4	100.0%					4
Omaha School of Massage and Healthcare of Herzing University	6	75.0%	2	25.0%			8
The Creative Center	15	55.6%	12	44.4%			27
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha							0
Vatterott College-Spring Valley	4	100.0%					4
Total Degree-Granting Institutions	**11,975**	**80.1%**	**2,813**	**18.8%**	**155**	**1.0%**	**14,943**
Non-Degree-Granting Institutions	**142**	**91.6%**	**13**	**8.4%**	**0**	**0.0%**	**155**
Capitol School of Hairstyling and Esthetics	44	88.0%	6	12.0%			50
College of Hair Design	14	100.0%					14
College of Hair Design-East Campus	19	86.4%	3	13.6%			22
Fullen School of Hair Design	7	87.5%	1	12.5%			8
Joseph's College	30	93.8%	2	6.3%			32
La'James International College	6	100.0%					6
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International Academy-Omaha	22	95.7%	1	4.3%			23
Nebraska Total	**12,117**	**80.3%**	**2,826**	**18.7%**	**155**	**1.0%**	**15,098**

Note. Institutions are classified as degree-granting based on their classification at the time of the fall 2012 survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. Data source: National Center for Education Statistics, IPEDS fall 2012 survey.

Table A6.8.g
Nebraska and Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Postsecondary Institutions Within 12 Months of High School Graduation: Fall 2014

Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
Nebraska Public Institutions	**9,896**	**83.4%**	**1,826**	**15.4%**	**147**	**1.2%**	**11,869**
University of Nebraska	**5,776**	**81.1%**	**1,232**	**17.3%**	**115**	**1.6%**	**7,123**
NCTA-Curtis	88	77.9%	25	22.1%			113
University of Nebraska at Kearney	811	91.6%	74	8.4%			885
University of Nebraska-Lincoln	3,326	74.8%	1,004	22.6%	115	2.6%	4,445
University of Neb. Medical Center	Not applicable						
University of Nebraska at Omaha	1,551	92.3%	129	7.7%			1,680
Nebraska State College System	**994**	**75.0%**	**318**	**24.0%**	**13**	**1.0%**	**1,325**
Chadron State College	220	53.8%	178	43.5%	11	2.7%	409
Peru State College	195	79.3%	50	20.3%	1	0.4%	246
Wayne State College	579	86.4%	90	13.4%	1	0.1%	670
Nebraska Community Colleges	**3,126**	**91.4%**	**276**	**8.1%**	**19**	**0.6%**	**3,421**
Central Community College	215	99.1%	2	0.9%			217
Metropolitan Community College	774	97.1%	23	2.9%			797
Mid-Plains Community College	243	78.6%	61	19.7%	5	1.6%	309
Northeast Community College	707	95.0%	31	4.2%	6	0.8%	744
Southeast Community College	976	92.1%	84	7.9%			1,060
Western Neb. Community College	211	71.8%	75	25.5%	8	2.7%	294
Nebraska Independent Colleges and Universities	**1,551**	**50.8%**	**1,455**	**47.7%**	**47**	**1.5%**	**3,053**
Bellevue University	38	80.9%	9	19.1%			47
Bryan College of Health Sciences	50	98.0%	1	2.0%			51
Clarkson College	23	82.1%	5	17.9%			28
College of Saint Mary	46	67.6%	22	32.4%			68
Concordia University-Seward	134	43.6%	170	55.4%	3	1.0%	307
Creighton University	227	22.5%	759	75.1%	25	2.5%	1,011
Doane College-Crete	191	71.5%	76	28.5%			267
Doane College-Lincoln							0
Grace University	28	51.9%	26	48.1%			54
Hastings College	213	62.5%	122	35.8%	6	1.8%	341
Little Priest Tribal College	3	75.0%	1	25.0%			4
Midland University	186	84.2%	35	15.8%			221
Nebraska Christian College	13	52.0%	12	48.0%			25
Neb. Indian Community College	12	92.3%	1	7.7%			13
Nebraska Methodist College of Nursing & Allied Health	33	86.8%	5	13.2%			38
Nebraska Wesleyan University	323	87.8%	41	11.1%	4	1.1%	368
Summit Christian College	3	60.0%	2	40.0%			5
Union College			111	92.5%	9	7.5%	120
York College	28	32.9%	57	67.1%			85

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Table A6.8.g Fall 2012 Continued							
Sector or Institutions	Nebraska Students		Out-of-State Students		Nonresident Aliens		Total
	N	%	N	%	N	%	
For-Profit Degree-Granting Schools	**42**	**82.4%**	**9**	**17.6%**			**51**
Alegent Health School of Radiologic Technology	Not applicable						
ITT Technical Institute-Omaha	7	100.0%					7
Kaplan University-Lincoln Campus							0
Kaplan University-Omaha Campus	2	100.0%					2
Mary Lanning Memorial Hospital School of Radiologic Technology	Not applicable						
Myotherapy Institute	7	100.0%					7
National American University-Bellevue	1	100.0%					1
Omaha School of Massage and Healthcare of Herzing University	8	88.9%	1	11.1%			9
The Creative Center	16	66.7%	8	33.3%			24
Universal College of Healing Arts	1	100.0%					1
University of Phoenix-Omaha							0
Vatterott College-Spring Valley							0
Total Degree-Granting Institutions	**11,489**	**76.7%**	**3,290**	**22.0%**	**194**	**1.3%**	**14,973**
Non-Degree-Granting Institutions	**104**	**96.3%**	**4**	**3.7%**			**108**
Capitol School of Hairstyling and Esthetics	30	100.0%					30
College of Hair Design	8	100.0%					8
College of Hair Design-East Campus	4	100.0%					4
Fullen School of Hair Design	5	100.0%					5
Joseph's College	30	96.8%	1	3.2%			31
La'James International College	3	100.0%					3
Regional West Medical Center School of Radiologic Technology	Not applicable						
Xenon International Academy-Omaha	24	88.9%	3	11.1%			27
Nebraska Total	**11,593**	**76.9%**	**3,294**	**21.8%**	**194**	**1.3%**	**15,081**

Note. Institutions are classified as degree-granting based on their classification at the time of the fall 2014 survey. Counts include full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. Data source: National Center for Education Statistics, IPEDS fall 2014 survey.

Table A6.9
Non-Nebraska, First-Time Freshmen Enrolled at Nebraska Institutions
Fall 2014 Compared to Fall 2002

(Institutions ranked according to the increase or decrease in the number of non-Nebraskans)

Nebraska Institution	Fall 2002		Fall 2014		Δ Since Fall 2002
	N	% of Non-NE FTF	N	% of Non-NE FTF	N
University of Nebraska-Lincoln	624	20.9%	1,208	29.8%	584
Creighton University	475	15.9%	791	19.5%	316
Chadron State College	126	4.2%	217	5.4%	91
Midland University	48	1.6%	137	3.4%	89
Metropolitan Community College	68	2.3%	132	3.3%	64
Hastings College	68	2.3%	130	3.2%	62
Southeast Community College	42	1.4%	101	2.5%	59
Mid-Plains Community College	34	1.1%	77	1.9%	43
Western Neb. Community College	75	2.5%	116	2.9%	41
Nebraska Wesleyan University	17	0.6%	45	1.1%	28
Doane College-Crete	51	1.7%	76	1.9%	25
Peru State College	37	1.2%	60	1.5%	23
Bellevue University	16	0.5%	38	0.9%	22
NCTA-Curtis	12	0.4%	29	0.7%	17
Northeast Community College	45	1.5%	55	1.4%	10
College of Saint Mary	18	0.6%	23	0.6%	5
Little Priest Tribal College	0	0.0%	3	0.1%	3
Bryan College of Health Sciences	0	0.0%	1	0.0%	1
Kaplan University-Lincoln Campus	0	0.0%	1	0.0%	1
College of Hair Design-East Campus	0	0.0%	0	0.0%	0
National American University-Bellevue	0	0.0%	0	0.0%	0
Myotherapy Institute	0	0.0%	0	0.0%	0
Fullen School of Hair Design	0	0.0%	0	0.0%	0
University of Nebraska Medical Center	0	0.0%	0	0.0%	0
Doane College-Lincoln	0	0.0%	0	0.0%	0
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0.0%	0	0.0%	0
Omaha College of Health Careers	0	0.0%	0	0.0%	0
Universal College of Healing Arts	0	0.0%	0	0.0%	0
University of Phoenix-Omaha	0	0.0%	0	0.0%	0
College of Hair Design-Downtown	0	0.0%	0	0.0%	0
Regional West Medical Center School of Radiologic Technology	0	0.0%	0	0.0%	0
Nebraska Methodist College of Nursing & Allied Health	5	0.2%	5	0.1%	0

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Table A6.9 Continued					
	Fall 2002		Fall 2014		Δ Since Fall 2002
Nebraska Institution	N	% of Non-NE FTF	N	% of Non-NE FTF	N
University of Nebraska at Omaha	141	4.7%	140	3.5%	-1
Alegent Health School of Radiologic Technology	1	0.0%	0	0.0%	-1
Concordia University-Seward	185	6.2%	184	4.5%	-1
Central Community College	7	0.2%	2	0.0%	-5
Capitol School of Hairstyling	8	0.3%	3	0.1%	-5
Joseph's College	6	0.2%	1	0.0%	-5
Nebraska Indian Community College	7	0.2%	1	0.0%	-6
Summit Christian College	10	0.3%	2	0.0%	-8
Omaha School of Massage and Healthcare of Herzing University	10	0.3%	1	0.0%	-9
Wayne State College	102	3.4%	92	2.3%	-10
La'James International College	10	0.3%	0	0.0%	-10
Xenon International Academy-Omaha	16	0.5%	3	0.1%	-13
ITT Technical Institute-Omaha	14	0.5%	0	0.0%	-14
Union College	149	5.0%	134	3.3%	-15
Grace University	44	1.5%	28	0.7%	-16
Clarkson College	25	0.8%	7	0.2%	-18
Nebraska Christian College	32	1.1%	13	0.3%	-19
The Creative Center	29	1.0%	10	0.2%	-19
Vatterott College-Spring Valley	22	0.7%	0	0.0%	-22
York College	82	2.7%	57	1.4%	-25
Nebraska Total	**2,989**	**100.0%**	**4,055**	**100.0%**	**1,066**

Note. Institutions include degree-granting and non-degree-granting schools. Counts include out-of-state and nonresident alien students and full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. FTF = first-time freshmen; Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2002 and fall 2014 surveys.

Table A6.10
Net Migration of First-Time Freshmen Who Attended Degree-Granting, Postsecondary Institutions Within 12 Months of High School Graduation
Fall 2004 through Fall 2014 Compared to Fall 2002 Baseline

Student Residency and Where They Attended College	Fall 2002	Fall 2004	Fall 2006	Fall 2008	Fall 2010	Fall 2012	Fall 2014	Δ Since Fall 2002	
								N	%
In-Migration **Non-Nebraska** Students Enrolled at **Nebraska** Colleges and Universities	2,458	2,424	2,783	2,961	2,944	2,968	3,484	1,026	41.7%
Out-Migration **Resident Nebraska** Students Enrolled at **Out-of-State** Colleges and Universities	2,513	2,678	2,586	2,625	2,415	2,784	2,681	168	6.7%
Net Migration	**-55**	**-254**	**197**	**336**	**529**	**184**	**803**		

Note. Counts include nonresident alien students and full-time and part-time students. Counts do not include students with reported unknown states of residence and students for whom no residence information was reported. Institutions are classified as degree-granting based on their classification at the time of each fall survey. See Table A6.6 for in-migration numbers and Table A6.1 for out-migration numbers. Δ = change.
Data source: National Center for Education Statistics, IPEDS fall 2002, 2004, 2006, 2008, 2010, 2012, and 2014 surveys.

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Appendix 7

Nebraska First-Time Freshmen Enrollments by Race/Ethnicity

Table A7.1
Changes in the Number of First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting, Postsecondary Institutions by Race/Ethnicity
Fall 2003 through Fall 2014

	Number of First-Time Freshmen							
Race/Ethnicity	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
White (non-Hispanic)	15,799	15,051	15,135	14,932	15,225	14,936	14,880	15,100
Asian/Pacific Islander	310	334	400	423	413	438	405	382
Hispanic	635	712	758	840	905	1,030	1,131	1,396
Native American	193	219	162	216	187	183	223	191
Black (non-Hispanic)	867	803	841	825	952	865	923	1,054
Two or More Races	NA	NA	NA	NA	NA	39	72	349
Total Minority	2,005	2,068	2,161	2,304	2,457	2,555	2,754	3,372
Total Students	17,804	17,119	17,296	17,236	17,682	17,491	17,634	18,472
% Δ from Previous Yr.	3.2%	-3.8%	1.0%	-0.3%	2.6%	-1.1%	0.8%	4.8%

	Number of First-Time Freshmen					Δ Since Fall 2003	
Race/Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014		N	%
White (non-Hispanic)	13,956	13,675	13,845	13,594		-2,205	-14.0%
Asian/Pacific Islander	394	488	451	520		210	67.7%
Hispanic	1,471	1,600	1,834	1,929		1,294	203.8%
Native American	232	165	174	127		-66	-34.2%
Black (non-Hispanic)	969	1,028	1,095	960		93	10.7%
Two or More Races	407	383	519	557		NA	NA
Total Minority	3,473	3,664	4,073	4,093		2,088	104.1%
Total Students	17,429	17,339	17,918	17,687		-117	-0.7%
% Δ from Previous Yr.	-5.6%	-0.5%	3.3%	-1.3%			

Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. The race/ethnicity category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnicity category until fall 2011 enrollments were reported. Δ = change. Data source: National Center for Education Statistics, IPEDS fall 2003 through fall 2014 surveys.

Table A7.2
Comparison of the Percentage Distributions of Nebraska High School Graduates and First-Time Freshmen at Nebraska Degree-Granting and Non-Degree-Granting, Postsecondary Institutions by Race/Ethnicity
2002–2003/Fall 2003 through 2013–2014/Fall 2014

Race/Ethnicity	2002–2003 Neb. HS Grads		Fall 2003 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White (non-Hispanic)	19,704	89.7%	15,799	88.7%	-1.0%
Asian/Pacific Islander	334	1.5%	310	1.7%	0.2%
Hispanic	836	3.8%	635	3.6%	-0.2%
Native American	177	0.8%	193	1.1%	0.3%
Black (non-Hispanic)	921	4.2%	867	4.9%	0.7%
Total Students	21,972	100.0%	17,804	100.0%	
Race/Ethnicity	2003–2004 Neb. HS Grads		Fall 2004 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White (non-Hispanic)	19,290	88.8%	15,051	87.9%	-0.9%
Asian/Pacific Islander	349	1.6%	334	2.0%	0.3%
Hispanic	960	4.4%	712	4.2%	-0.3%
Native American	182	0.8%	219	1.3%	0.4%
Black (non-Hispanic)	937	4.3%	803	4.7%	0.4%
Total Students	21,718	100.0%	17,119	100.0%	
Race/Ethnicity	2004–2005 Neb. HS Grads		Fall 2005 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White (non-Hispanic)	19,037	87.9%	15,135	87.5%	-0.4%
Asian/Pacific Islander	367	1.7%	400	2.3%	0.6%
Hispanic	1,148	5.3%	758	4.4%	-0.9%
Native American	203	0.9%	162	0.9%	0.0%
Black (non-Hispanic)	892	4.1%	841	4.9%	0.7%
Total Students	21,647	100.0%	17,296	100.0%	
Race/Ethnicity	2005–2006 Neb. HS Grads		Fall 2006 FTF		% Point Difference High School Grads vs FTF
	N	%	N	%	
White (non-Hispanic)	18,448	87.1%	14,932	86.6%	-0.5%
Asian/Pacific Islander	382	1.8%	423	2.5%	0.7%
Hispanic	1,186	5.6%	840	4.9%	-0.7%
Native American	202	1.0%	216	1.3%	0.3%
Black (non-Hispanic)	970	4.6%	825	4.8%	0.2%
Total Students	21,188	100.0%	17,236	100.0%	

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Table A7.2 Continued					
	2006–2007 Neb. HS Grads		Fall 2007 FTF		% Point Difference High School Grads vs FTF
Race/Ethnicity	N	%	N	%	
White (non-Hispanic)	18,399	86.6%	15,225	86.1%	-0.5%
Asian/Pacific Islander	393	1.9%	413	2.3%	0.4%
Hispanic	1,270	6.0%	905	5.1%	-0.9%
Native American	206	1.0%	187	1.1%	0.1%
Black (non-Hispanic)	973	4.6%	952	5.4%	0.8%
Total Students	21,241	100.0%	17,682	100.0%	
	2007–2008 Neb. HS Grads		Fall 2008 FTF		% Point Difference High School Grads vs FTF
Race/Ethnicity	N	%	N	%	
White (non-Hispanic)	18,910	85.2%	14,936	85.6%	0.4%
Asian/Pacific Islander	402	1.8%	438	2.5%	0.7%
Hispanic	1,508	6.8%	1,030	5.9%	-0.9%
Native American	245	1.1%	183	1.0%	-0.1%
Black (non-Hispanic)	1,120	5.0%	865	5.0%	0.0%
Total Known Race	22,185	100.0%	17,452	100.0%	
Two or More Races			39		
Total Students			17,491		
	2008–2009 Neb. HS Grads		Fall 2009 FTF		% Point Difference High School Grads vs FTF
Race/Ethnicity	N	%	N	%	
White (non-Hispanic)	18,172	84.1%	14,880	84.7%	0.6%
Asian/Pacific Islander	393	1.8%	405	2.3%	0.5%
Hispanic	1,689	7.8%	1,131	6.4%	-1.4%
Native American	238	1.1%	223	1.3%	0.2%
Black (non-Hispanic)	1,126	5.2%	923	5.3%	0.1%
Total Known Race	21,618	100.0%	17,562	100.0%	
Two or More Races			72		
Total Students			17,634		
	2009–2010 Neb. HS Grads		Fall 2010 FTF		% Point Difference High School Grads vs FTF
Race/Ethnicity	N	%	N	%	
White (non-Hispanic)	17,795	82.7%	15,100	83.3%	0.6%
Asian/Pacific Islander	410	1.9%	382	2.1%	0.2%
Hispanic	1,892	8.8%	1,396	7.7%	-1.1%
Native American	207	1.0%	191	1.1%	0.1%
Black (non-Hispanic)	1,209	5.6%	1,054	5.8%	0.2%
Total Known Race	21,513	100.0%	18,132	100.0%	
Two or More Races			349		
Total Students			18,472		

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Table A7.2 Continued					
	2010–2011 Neb. HS Grads		Fall 2011 FTF		% Point Difference High School Grads vs FTF
Race/Ethnicity	N	%	N	%	
White (non-Hispanic)	17,738	78.4%	13,956	80.1%	1.7%
Asian/Pacific Islander	477	2.1%	394	2.3%	0.2%
Hispanic	2,457	10.9%	1,471	8.4%	-2.4%
Native American	244	1.1%	232	1.3%	0.3%
Black (non-Hispanic)	1,205	5.3%	969	5.6%	0.2%
Two or More Races	516	2.3%	407	2.3%	0.1%
Total Students	22,637	100.0%	17,429	100.0%	
	2011–2012 Neb. HS Grads		Fall 2012 FTF		% Point Difference High School Grads vs FTF
Race/Ethnicity	N	%	N	%	
White (non-Hispanic)	17,390	76.7%	13,675	78.9%	2.2%
Asian/Pacific Islander	544	2.4%	488	2.8%	0.4%
Hispanic	2,591	11.4%	1,600	9.2%	-2.2%
Native American	279	1.2%	165	1.0%	-0.3%
Black (non-Hispanic)	1,324	5.8%	1,028	5.9%	0.1%
Two or More Races	550	2.4%	383	2.2%	-0.2%
Total Students	22,678	100.0%	17,339	100.0%	
	2012–2013 Neb. HS Grads		Fall 2013 FTF		% Point Difference High School Grads vs FTF
Race/Ethnicity	N	%	N	%	
White (non-Hispanic)	17,092	75.5%	13,845	77.3%	1.8%
Asian/Pacific Islander	493	2.2%	451	2.5%	0.3%
Hispanic	2,761	12.2%	1,834	10.2%	-2.0%
Native American	243	1.1%	174	1.0%	-0.1%
Black (non-Hispanic)	1,338	5.9%	1,095	6.1%	0.2%
Two or More Races	714	3.2%	519	2.9%	-0.3%
Total Students	22,641	100.0%	17,918	100.0%	
	2013–2014 Neb. HS Grads		Fall 2014 FTF		% Point Difference High School Grads vs FTF
Race/Ethnicity	N	%	N	%	
White (non-Hispanic)	17,168	74.6%	13,594	76.9%	2.2%
Asian/Pacific Islander	619	2.7%	520	2.9%	0.2%
Hispanic	3,024	13.1%	1,929	10.9%	-2.2%
Native American	226	1.0%	127	0.7%	-0.3%
Black (non-Hispanic)	1,337	5.8%	960	5.4%	-0.4%
Two or More Races	630	2.7%	557	3.1%	0.4%
Total Students	23,004	100.0%	17,687	100.0%	

Note. High school graduates include graduates of nonpublic schools, public schools, educational service units, and state-operated schools. Graduates do not include GED recipients or completers who did not receive regular diplomas. First-time freshmen include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. The race/ethnicity category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnicity category until fall 2011 enrollments were reported. FTF = first-time freshmen. HS = high school. Data sources: For high school graduates: Nebraska Department of Education, January 2015. For first-time freshmen: National Center for Education Statistics, IPEDS fall 2003 through 2014 surveys.

Table A7.3
Nebraska First-Time Freshmen Sector Enrollments by Race/Ethnicity
Fall 2003 through Fall 2014

Fall 2003

Sector of Higher Education	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,594	35.4%	116	37.4%	166	26.1%
Nebraska State College System	1,150	7.3%	3	1.0%	31	4.9%
Community Colleges	4,402	27.9%	76	24.5%	204	32.1%
Independent Colleges and Universities	3,137	19.9%	89	28.7%	170	26.8%
Degree-Granting Private Career Schools	977	6.2%	23	7.4%	50	7.9%
Non-Degree-Granting Private Career Schools	539	3.4%	3	1.0%	14	2.2%
Total	15,799	100.0%	310	100.0%	635	100.0%

Sector of Higher Education	Native American		Black (Non-Hispanic)		Total	
	N	%	N	%	N	%
University of Nebraska	33	17.1%	160	18.5%	6,069	34.1%
Nebraska State College System	18	9.3%	42	4.8%	1,244	7.0%
Community Colleges	41	21.2%	276	31.8%	4,999	28.1%
Independent Colleges and Universities	94	48.7%	136	15.7%	3,626	20.4%
Degree-Granting Private Career Schools	4	2.1%	223	25.7%	1,277	7.2%
Non-Degree-Granting Private Career Schools	3	1.6%	30	3.5%	589	3.3%
Total	193	100.0%	867	100.0%	17,804	100.0%

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Table A7.3 Continued						
Fall 2004						
Sector of Higher Education	**White** (Non-Hispanic)		**Asian/Pacific Islander**		**Hispanic**	
	N	%	N	%	N	%
University of Nebraska	5,300	35.2%	125	37.4%	199	27.9%
Nebraska State College System	999	6.6%	4	1.2%	24	3.4%
Community Colleges	4,349	28.9%	69	20.7%	279	39.2%
Independent Colleges and Universities	2,949	19.6%	114	34.1%	149	20.9%
Degree-Granting Private Career Schools	843	5.6%	18	5.4%	37	5.2%
Non-Degree-Granting Private Career Schools	611	4.1%	4	1.2%	24	3.4%
Total	15,051	100.0%	334	100.0%	712	100.0%
Sector of Higher Education	**Native American**		**Black** (Non-Hispanic)		**Total**	
	N	%	N	%	N	%
University of Nebraska	33	15.1%	159	19.8%	5,816	34.0%
Nebraska State College System	18	8.2%	41	5.1%	1,086	6.3%
Community Colleges	34	15.5%	255	31.8%	4,986	29.1%
Independent Colleges and Universities	117	53.4%	109	13.6%	3,438	20.1%
Degree-Granting Private Career Schools	8	3.7%	204	25.4%	1,110	6.5%
Non-Degree-Granting Private Career Schools	9	4.1%	35	4.4%	683	4.0%
Total	219	100.0%	803	100.0%	17,119	100.0%

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Table A7.3 Continued						
Fall 2005						
Sector of Higher Education	**White** (Non-Hispanic)		**Asian/Pacific Islander**		**Hispanic**	
	N	%	N	%	N	%
University of Nebraska	5,485	36.2%	155	38.8%	245	32.3%
Nebraska State College System	985	6.5%	13	3.3%	17	2.2%
Community Colleges	4,695	31.0%	93	23.3%	313	41.3%
Independent Colleges and Universities	2,800	18.5%	116	29.0%	124	16.4%
Degree-Granting Private Career Schools	828	5.5%	18	4.5%	44	5.8%
Non-Degree-Granting Private Career Schools	342	2.3%	5	1.3%	15	2.0%
Total	15,135	100.0%	400	100.0%	758	100.0%

Sector of Higher Education	**Native American**		**Black** (Non-Hispanic)		**Total**	
	N	%	N	%	N	%
University of Nebraska	40	24.7%	197	23.4%	6,122	35.4%
Nebraska State College System	16	9.9%	39	4.6%	1,070	6.2%
Community Colleges	44	27.2%	268	31.9%	5,413	31.3%
Independent Colleges and Universities	54	33.3%	117	13.9%	3,211	18.6%
Degree-Granting Private Career Schools	5	3.1%	182	21.6%	1,077	6.2%
Non-Degree-Granting Private Career Schools	3	1.9%	38	4.5%	403	2.3%
Total	162	100.0%	841	100.0%	17,296	100.0%

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Table A7.3 Continued						
Fall 2006						
Sector of Higher Education	**White** (Non-Hispanic)		**Asian/Pacific Islander**		**Hispanic**	
	N	%	N	%	N	%
University of Nebraska	5,651	37.8%	181	42.8%	285	33.9%
Nebraska State College System	984	6.6%	10	2.4%	33	3.9%
Community Colleges	4,664	31.2%	107	25.3%	364	43.3%
Independent Colleges and Universities	2,747	18.4%	113	26.7%	124	14.8%
Degree-Granting Private Career Schools	527	3.5%	6	1.4%	16	1.9%
Non-Degree-Granting Private Career Schools	359	2.4%	6	1.4%	18	2.1%
Total	14,932	100.0%	423	100.0%	840	100.0%

Sector of Higher Education	**Native American**		**Black** (Non-Hispanic)		**Total**	
	N	%	N	%	N	%
University of Nebraska	49	22.7%	203	24.6%	6,369	37.0%
Nebraska State College System	20	9.3%	45	5.5%	1,092	6.3%
Community Colleges	65	30.1%	296	35.9%	5,496	31.9%
Independent Colleges and Universities	67	31.0%	97	11.8%	3,148	18.3%
Degree-Granting Private Career Schools	6	2.8%	133	16.1%	688	4.0%
Non-Degree-Granting Private Career Schools	9	4.2%	51	6.2%	443	2.6%
Total	216	100.0%	825	100.0%	17,236	100.0%

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Table A7.3 Continued

Fall 2007

Sector of Higher Education	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,628	37.0%	173	41.9%	282	31.2%
Nebraska State College System	1,051	6.9%	7	1.7%	39	4.3%
Community Colleges	4,947	32.5%	95	23.0%	377	41.7%
Independent Colleges and Universities	2,712	17.8%	130	31.5%	175	19.3%
Degree-Granting Private Career Schools	688	4.5%	5	1.2%	26	2.9%
Non-Degree-Granting Private Career Schools	199	1.3%	3	0.7%	6	0.7%
Total	15,225	100.0%	413	100.0%	905	100.0%

Sector of Higher Education	Native American[a]		Black (Non-Hispanic)		Total	
	N	%	N	%	N	%
University of Nebraska	35	18.7%	239	25.1%	6,357	36.0%
Nebraska State College System	24	12.8%	47	4.9%	1,168	6.6%
Community Colleges	59	31.6%	354	37.2%	5,832	33.0%
Independent Colleges and Universities	61	32.6%	111	11.7%	3,189	18.0%
Degree-Granting Private Career Schools	4	2.1%	188	19.7%	911	5.2%
Non-Degree-Granting Private Career Schools	4	2.1%	13	1.4%	225	1.3%
Total	187	100.0%	952	100.0%	17,682	100.0%

[a] A total of 43 (23.0%) of the 187 Native Americans who were first-time freshmen in 2007 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 18 (9.6%) were enrolled at institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2007:

University of Nebraska	24.3%
Nebraska State College System	16.7%
Nebraska Community Colleges	41.0%
Independent Colleges and Universities	12.5%
Degree-Granting Private Career Schools	2.8%
Non-Degree-Granting Private Career Schools	2.8%

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Table A7.3 Continued

Fall 2008

Sector of Higher Education	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	6,003	40.2%	160	36.5%	325	31.6%
Nebraska State College System	1,089	7.3%	7	1.6%	34	3.3%
Community Colleges	4,641	31.1%	109	24.9%	427	41.5%
Independent Colleges and Universities	2,591	17.3%	158	36.1%	213	20.7%
Degree-Granting Private Career Schools	367	2.5%	3	0.7%	21	2.0%
Non-Degree-Granting Private Career Schools	245	1.6%	1	0.2%	10	1.0%
Total	14,936	100.0%	438	100.0%	1,030	100.0%

Sector of Higher Education	Native American[a]		Black (Non-Hispanic)		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	35	19.1%	220	25.4%	0	0.0%	6,743	38.6%
Nebraska State College System	21	11.5%	46	5.3%	4	10.3%	1,201	6.9%
Community Colleges	43	23.5%	335	38.7%	25	64.1%	5,580	31.9%
Independent Colleges and Universities	78	42.6%	146	16.9%	10	25.6%	3,196	18.3%
Degree-Granting Private Career Schools	3	1.6%	98	11.3%	0	0.0%	492	2.8%
Non-Degree-Granting Private Career Schools	3	1.6%	20	2.3%	0	0.0%	279	1.6%
Total	183	100.0%	865	100.0%	39	100.0%	17,491	100.0%

[a] A total of 49 (26.8%) of the 183 Native Americans who were first-time freshmen in 2008 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 29 (15.8%) were enrolled at institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2008:

University of Nebraska (35)	26.1%
Nebraska State College System (21)	15.7%
Nebraska Community Colleges (43)	32.1%
Independent Colleges and Universities (29)	21.6%
Degree-Granting Private Career Schools (3)	2.2%
Non-Degree-Granting Private Career Schools (3)	2.2%

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Table A7.3 Continued

Fall 2009

Sector of Higher Education	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,754	38.6%	141	34.8%	355	31.5%
Nebraska State College System	912	6.1%	11	2.7%	42	3.7%
Community Colleges	4,912	33.0%	87	21.5%	509	45.0%
Independent Colleges and Universities	2,686	18.1%	153	37.8%	181	16.0%
Degree-Granting Private Career Schools	310	2.1%	8	2.0%	22	1.9%
Non-Degree-Granting Private Career Schools	306	2.1%	5	1.2%	22	1.9%
Total	14,880	100.0%	405	100.0%	1,131	100.0%

Sector of Higher Education	Native American[a]		Black (Non-Hispanic)		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	39	17.5%	255	27.6%	0	0.0%	6,544	37.1%
Nebraska State College System	16	7.2%	36	3.9%	17	23.6%	1,034	5.9%
Community Colleges	66	29.6%	384	41.6%	30	41.7%	5,988	34.0%
Independent Colleges and Universities	95	42.6%	155	16.8%	24	33.3%	3,294	18.7%
Degree-Granting Private Career Schools	5	2.2%	68	7.4%	1	1.4%	414	2.3%
Non-Degree-Granting Private Career Schools	2	0.9%	25	2.7%	0	0.0%	360	2.0%
Total	223	100.0%	923	100.0%	72	100.0%	17,634	100.0%

[a] A total of 65 (29.1%) of the 223 Native Americans who were first-time freshmen in 2009 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 30 (13.5%) were enrolled at institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2009:

University of Nebraska (39)	24.7%
Nebraska State College System (16)	10.1%
Nebraska Community Colleges (66)	41.8%
Independent Colleges and Universities (30)	19.0%
Degree-Granting Private Career Schools (5)	3.2%
Non-Degree-Granting Private Career Schools (2)	1.2%

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Table A7.3 Continued

Fall 2010

Sector of Higher Education	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,910	39.1%	119	31.2%	432	30.9%
Nebraska State College System	1,073	7.1%	9	2.4%	68	4.9%
Community Colleges	4,786	31.7%	92	24.1%	629	45.1%
Independent Colleges and Universities	2,595	17.2%	149	39.0%	214	15.3%
Degree-Granting Private Career Schools	443	2.9%	8	2.1%	21	1.5%
Non-Degree-Granting Private Career Schools	293	1.9%	5	1.3%	32	2.3%
Total	15,100	100.0%	382	100.0%	1,396	100.0%

Sector of Higher Education	Native American[a]		Black (Non-Hispanic)		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	19	9.9%	233	22.1%	151	43.3%	6,864	37.2%
Nebraska State College System	18	9.4%	53	5.0%	18	5.2%	1,239	6.7%
Community Colleges	59	30.9%	491	46.6%	74	21.2%	6,131	33.2%
Independent Colleges and Universities	84	44.0%	129	12.2%	102	29.2%	3,273	17.7%
Degree-Granting Private Career Schools	10	5.2%	122	11.6%	3	0.9%	607	3.3%
Non-Degree-Granting Private Career Schools	1	0.5%	26	2.5%	1	0.3%	358	1.9%
Total	191	100.0%	1,054	100.0%	349	100.0%	18,472	100.0%

[a] A total of 64 (33.5%) of the 191 Native Americans who were first-time freshmen in 2010 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 20 (10.5%) were enrolled at institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2010:

University of Nebraska (19)	15.0%
Nebraska State College System (18)	14.2%
Nebraska Community Colleges (59)	46.4%
Independent Colleges and Universities (20)	15.7%
Degree-Granting Private Career Schools (10)	7.9%
Non-Degree-Granting Private Career Schools (1)	0.8%

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Table A7.3 Continued

Fall 2011

Sector of Higher Education	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,477	39.2%	139	35.3%	505	34.3%
Nebraska State College System	1,007	7.2%	8	2.0%	68	4.6%
Community Colleges	4,491	32.2%	107	27.2%	659	44.8%
Independent Colleges and Universities	2,527	18.1%	133	33.8%	203	13.8%
Degree-Granting Private Career Schools	192	1.4%	3	0.8%	13	0.9%
Non-Degree-Granting Private Career Schools	262	1.9%	4	1.0%	23	1.6%
Total	13,956	100.0%	394	100.0%	1,471	100.0%

Sector of Higher Education	Native American[a]		Black (Non-Hispanic)		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	16	6.9%	229	23.6%	188	46.2%	6,554	37.6%
Nebraska State College System	14	6.0%	74	7.6%	30	7.4%	1,201	6.9%
Community Colleges	89	38.4%	454	46.9%	79	19.4%	5,879	33.7%
Independent Colleges and Universities	106	45.7%	160	16.5%	102	25.1%	3,231	18.5%
Degree-Granting Private Career Schools	5	2.2%	36	3.7%	5	1.2%	254	1.5%
Non-Degree-Granting Private Career Schools	2	0.9%	16	1.7%	3	0.7%	310	1.8%
Total	232	100.0%	969	100.0%	407	100.0%	17,429	100.0%

[a] A total of 91 (39.2%) of the 232 Native Americans who were first-time freshmen in 2011 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 15 (6.5%) were enrolled at institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2011:

University of Nebraska (16)	11.4%
Nebraska State College System (14)	9.9%
Nebraska Community Colleges (89)	63.1%
Independent Colleges and Universities (15)	10.6%
Degree-Granting Private Career Schools (5)	3.6%
Non-Degree-Granting Private Career Schools (2)	1.4%

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Table A7.3 Continued

Fall 2012

Sector of Higher Education	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,366	39.2%	188	38.5%	493	30.8%
Nebraska State College System	1,011	7.4%	14	2.9%	89	5.6%
Community Colleges	4,507	33.0%	119	24.4%	744	46.5%
Independent Colleges and Universities	2,433	17.8%	160	32.8%	229	14.3%
Degree-Granting Private Career Schools	171	1.3%	5	1.0%	23	1.4%
Non-Degree-Granting Private Career Schools	187	1.4%	2	0.4%	22	1.4%
Total	13,675	100.0%	488	100.0%	1,600	100.0%

Sector of Higher Education	Native American[a]		Black (Non-Hispanic)		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	15	9.1%	233	22.7%	218	56.9%	6,513	37.6%
Nebraska State College System	17	10.3%	106	10.3%	26	6.8%	1,263	7.3%
Community Colleges	64	38.8%	509	49.5%	51	13.3%	5,994	34.6%
Independent Colleges and Universities	62	37.6%	124	12.1%	81	21.1%	3,089	17.8%
Degree-Granting Private Career Schools	4	2.4%	49	4.8%	6	1.6%	258	1.5%
Non-Degree-Granting Private Career Schools	3	1.8%	7	0.7%	1	0.3%	222	1.3%
Total	165	100.0%	1,028	100.0%	383	100.0%	17,339	100.0%

[a] A total of 49 (29.7%) of the 165 Native Americans who were first-time freshmen in 2012 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 13 (7.9%) were enrolled at institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2012:

University of Nebraska (15)	12.9%
Nebraska State College System (17)	14.7%
Nebraska Community Colleges (64)	55.2%
Independent Colleges and Universities (13)	11.2%
Degree-Granting Private Career Schools (4)	3.4%
Non-Degree-Granting Private Career Schools (3)	2.6%

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Table A7.3 Continued

Fall 2013

Sector of Higher Education	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,657	40.9%	181	40.1%	614	33.5%
Nebraska State College System	1,043	7.5%	11	2.4%	118	6.4%
Community Colleges	4,268	30.8%	114	25.3%	790	43.1%
Independent Colleges and Universities	2,488	18.0%	139	30.8%	246	13.4%
Degree-Granting Private Career Schools	202	1.5%	5	1.1%	36	2.0%
Non-Degree-Granting Private Career Schools	187	1.4%	1	0.2%	30	1.6%
Total	13,845	100.0%	451	100.0%	1,834	100.0%

Sector of Higher Education	Native American		Black (Non-Hispanic)		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	14	8.0%	277	25.3%	235	45.3%	6,978	38.9%
Nebraska State College System	8	4.6%	59	5.4%	57	11.0%	1,296	7.2%
Community Colleges	54	31.0%	501	45.8%	86	16.6%	5,813	32.4%
Independent Colleges and Universities	95	54.6%	158	14.4%	138	26.6%	3,264	18.2%
Degree-Granting Private Career Schools	3	1.7%	95	8.7%	1	0.2%	342	1.9%
Non-Degree-Granting Private Career Schools	0	0.0%	5	0.5%	2	0.4%	225	1.3%
Total	174	100.0%	1,095	100.0%	519	100.0%	17,918	100.0%

[a] A total of 78 (44.8%) of the 174 Native Americans who were first-time freshmen in 2013 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 17 (9.8%) were enrolled at institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2013:

University of Nebraska (14)	14.6%
Nebraska State College System (8)	8.3%
Nebraska Community Colleges (54)	56.3%
Independent Colleges and Universities (17)	17.7%
Degree-Granting Private Career Schools (3)	3.1%
Non-Degree-Granting Private Career Schools (0)	0.0%

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Table A7.3 Continued

Fall 2014

Sector of Higher Education	White (Non-Hispanic)		Asian/Pacific Islander		Hispanic	
	N	%	N	%	N	%
University of Nebraska	5,754	42.3%	219	42.1%	670	34.7%
Nebraska State College System	1,127	8.3%	14	2.7%	108	5.6%
Community Colleges	3,929	28.9%	137	26.3%	851	44.1%
Independent Colleges and Universities	2,470	18.2%	145	27.9%	258	13.4%
Degree-Granting Private Career Schools	142	1.0%	3	0.6%	18	0.9%
Non-Degree-Granting Private Career Schools	172	1.3%	2	0.4%	24	1.2%
Total	13,594	100.0%	520	100.0%	1,929	100.0%

Sector of Higher Education	Native American		Black (Non-Hispanic)		Two or More Races		Total	
	N	%	N	%	N	%	N	%
University of Nebraska	13	10.2%	276	28.8%	266	47.8%	7,198	40.7%
Nebraska State College System	19	15.0%	71	7.4%	37	6.6%	1,376	7.8%
Community Colleges	40	31.5%	436	45.4%	146	26.2%	5,539	31.3%
Independent Colleges and Universities	55	43.3%	134	14.0%	103	18.5%	3,165	17.9%
Degree-Granting Private Career Schools	0	0.0%	36	3.8%	3	0.5%	202	1.1%
Non-Degree-Granting Private Career Schools	0	0.0%	7	0.7%	2	0.4%	207	1.2%
Total	127	100.0%	960	100.0%	557	100.0%	17,687	100.0%

[a] A total of 40 (31.5%) of the 127 Native Americans who were first-time freshmen in 2014 were enrolled at Little Priest Tribal College (LPTC) or Nebraska Indian Community College (NICC), and 15 (11.8%) were enrolled at institutions within the independent sector. For the purpose of comparing the racial/ethnic groups, *excluding the tribal colleges* results in the following distribution for Native Americans for 2014:

University of Nebraska (13)	14.9%
Nebraska State College System (19)	21.8%
Nebraska Community Colleges (40)	46.0%
Independent Colleges and Universities (15)	17.2%
Degree-Granting Private Career Schools (0)	0.0%
Non-Degree-Granting Private Career Schools (0)	0.0%

Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. The race/ethnicity category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnicity category until fall 2011 enrollments were reported. Degree-granting and non-degree-granting for-profit/career schools include the schools classified in each of these categories as of fall 2014. Prior to 2009, some for-profit/career schools changed from non-degree-granting to degree-granting. Data source: National Center for Education Statistics, IPEDS fall 2003 through 2014 surveys.

Table A7.4
Nebraska First-Time Freshmen Enrollment at Independent Colleges & Universities by Race/Ethnicity: Fall 2014

Race/Ethnicity	Total Independent Sector		Tribal Colleges[a]		Independent Sector Excluding Tribal Colleges	
	N	%	N	%	N	%
White (non-Hispanic)	2,470	78.0%	1	2.4%	2,469	79.0%
Asian/Pacific Islander	145	4.6%	0	0.0%	145	4.6%
Hispanic	258	8.2%	0	0.0%	258	8.3%
Native American	55	1.7%	40	97.6%	15	0.5%
Black (non-Hispanic)	134	4.2%	0	0.0%	134	4.3%
Two or More Races	103	3.3%	0	0.0%	103	3.3%
Total Students	3,165	100.0%	41	100.0%	3,124	100.0%

Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. Data source: National Center for Education Statistics, IPEDS fall 2014 survey.

[a] Little Priest Tribal Colleges and Nebraska Indian Community College (NICC) are federally supported tribal colleges that are included in the independent sector for the purposes of statewide data analysis.

Table A7.5
Nebraska First-Time Freshmen Racial/Ethnic Enrollments by Sector
Fall 2003 through Fall 2014

Fall 2003

Race/ Ethnicity	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	5,594	92.2%	1,150	92.4%	4,402	88.1%	11,146	90.5%
Asian/Pacific Islander	116	1.9%	3	0.2%	76	1.5%	195	1.6%
Hispanic	166	2.7%	31	2.5%	204	4.1%	401	3.3%
Native American	33	0.5%	18	1.4%	41	0.8%	92	0.7%
Black (non-Hispanic)	160	2.6%	42	3.4%	276	5.5%	478	3.9%
Total	6,069	100.0%	1,244	100.0%	4,999	100.0%	12,312	100.0%

Race/ Ethnicity	Other Colleges and Universities						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	3,137	86.5%	977	76.5%	539	91.5%	15,799	88.7%
Asian/Pacific Islander	89	2.5%	23	1.8%	3	0.5%	310	1.7%
Hispanic	170	4.7%	50	3.9%	14	2.4%	635	3.6%
Native American	94	2.6%	4	0.3%	3	0.5%	193	1.1%
Black (non-Hispanic)	136	3.8%	223	17.5%	30	5.1%	867	4.9%
Total	3,626	100.0%	1,277	100.0%	589	100.0%	17,804	100.0%

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Table A7.5 Continued								
Fall 2004								
Race/ Ethnicity	**Public Institutions**							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	5,300	91.1%	999	92.0%	4,349	87.2%	10,648	89.6%
Asian/Pacific Islander	125	2.1%	4	0.4%	69	1.4%	198	1.7%
Hispanic	199	3.4%	24	2.2%	279	5.6%	502	4.2%
Native American	33	0.6%	18	1.7%	34	0.7%	85	0.7%
Black (non-Hispanic)	159	2.7%	41	3.8%	255	5.1%	455	3.8%
Total	5,816	100.0%	1,086	100.0%	4,986	100.0%	11,888	100.0%
Race/ Ethnicity	**Other Colleges and Universities**						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,949	85.8%	843	75.9%	611	89.5%	15,051	87.9%
Asian/Pacific Islander	114	3.3%	18	1.6%	4	0.6%	334	2.0%
Hispanic	149	4.3%	37	3.3%	24	3.5%	712	4.2%
Native American	117	3.4%	8	0.7%	9	1.3%	219	1.3%
Black (non-Hispanic)	109	3.2%	204	18.4%	35	5.1%	803	4.7%
Total	3,438	100.0%	1,110	100.0%	683	100.0%	17,119	100.0%

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Table A7.5 Continued								
Fall 2005								
Race/ Ethnicity	**Public Institutions**							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	5,485	89.6%	985	92.1%	4,695	86.7%	11,165	88.6%
Asian/Pacific Islander	155	2.5%	13	1.2%	93	1.7%	261	2.1%
Hispanic	245	4.0%	17	1.6%	313	5.8%	575	4.6%
Native American	40	0.7%	16	1.5%	44	0.8%	100	0.8%
Black (non-Hispanic)	197	3.2%	39	3.6%	268	5.0%	504	4.0%
Total	6,122	100.0%	1,070	100.0%	5,413	100.0%	12,605	100.0%
Race/ Ethnicity	**Other Colleges and Universities**						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,800	87.2%	828	76.9%	342	84.9%	15,135	87.5%
Asian/Pacific Islander	116	3.6%	18	1.7%	5	1.2%	400	2.3%
Hispanic	124	3.9%	44	4.1%	15	3.7%	758	4.4%
Native American	54	1.7%	5	0.5%	3	0.7%	162	0.9%
Black (non-Hispanic)	117	3.6%	182	16.9%	38	9.4%	841	4.9%
Total	3,211	100.0%	1,077	100.0%	403	100.0%	17,296	100.0%

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Table A7.5 Continued								
Fall 2006								
Race/ Ethnicity	**Public Institutions**							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	5,651	88.7%	984	90.1%	4,664	84.9%	11,299	87.2%
Asian/Pacific Islander	181	2.8%	10	0.9%	107	1.9%	298	2.3%
Hispanic	285	4.5%	33	3.0%	364	6.6%	682	5.3%
Native American	49	0.8%	20	1.8%	65	1.2%	134	1.0%
Black (non-Hispanic)	203	3.2%	45	4.1%	296	5.4%	544	4.2%
Total	6,369	100.0%	1,092	100.0%	5,496	100.0%	12,957	100.0%
Race/ Ethnicity	**Other Colleges and Universities**						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,747	87.3%	527	76.6%	359	81.0%	14,932	86.6%
Asian/Pacific Islander	113	3.6%	6	0.9%	6	1.4%	423	2.5%
Hispanic	124	3.9%	16	2.3%	18	4.1%	840	4.9%
Native American	67	2.1%	6	0.9%	9	2.0%	216	1.3%
Black (non-Hispanic)	97	3.1%	133	19.3%	51	11.5%	825	4.8%
Total	3,148	100.0%	688	100.0%	443	100.0%	17,236	100.0%

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Table A7.5 Continued								
Fall 2007								
Race/ Ethnicity	**Public Institutions**							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	5,628	88.5%	1,051	90.0%	4,947	84.8%	11,626	87.0%
Asian/Pacific Islander	173	2.7%	7	0.6%	95	1.6%	275	2.1%
Hispanic	282	4.4%	39	3.3%	377	6.5%	698	5.2%
Native American	35	0.6%	24	2.1%	59	1.0%	118	0.9%
Black (non-Hispanic)	239	3.8%	47	4.0%	354	6.1%	640	4.8%
Total	6,357	100.0%	1,168	100.0%	5,832	100.0%	13,357	100.0%
Race/ Ethnicity	**Other Colleges and Universities**						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,712	85.0%	688	75.5%	199	88.4%	15,225	86.1%
Asian/Pacific Islander	130	4.2%	5	0.5%	3	1.3%	413	2.3%
Hispanic	175	5.5%	26	2.9%	6	2.7%	905	5.1%
Native American	61	1.9%	4	0.4%	4	1.8%	187	1.1%
Black (non-Hispanic)	111	3.5%	188	20.6%	13	5.8%	952	5.4%
Total	3,189	100.0%	911	100.0%	225	100.0%	17,682	100.0%

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Table A7.5 Continued

Fall 2008

Race/ Ethnicity	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	6,003	89.0%	1,089	90.7%	4,641	83.2%	11,733	86.8%
Asian/Pacific Islander	160	2.4%	7	0.6%	109	2.0%	276	2.0%
Hispanic	325	4.8%	34	2.8%	427	7.7%	786	5.8%
Native American	35	0.5%	21	1.7%	43	0.8%	99	0.7%
Black (non-Hispanic)	220	3.3%	46	3.8%	335	6.0%	601	4.4%
Two or More Races	0	0.0%	4	0.3%	25	0.4%	29	0.2%
Total	6,743	100.0%	1,201	100.0%	5,580	100.0%	13,524	100.0%

Race/ Ethnicity	Other Colleges and Universities						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,591	81.1%	367	74.6%	245	87.8%	14,936	85.4%
Asian/Pacific Islander	158	4.9%	3	0.6%	1	0.4%	438	2.5%
Hispanic	213	6.7%	21	4.3%	10	3.6%	1,030	5.9%
Native American	78	2.4%	3	0.6%	3	1.1%	183	1.0%
Black (non-Hispanic)	146	4.6%	98	19.9%	20	7.2%	865	4.9%
Two or More Races	10	0.3%	0	0.0%	0	0.0%	39	0.2%
Total	3,196	100.0%	492	100.0%	279	100.0%	17,491	100.0%

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Table A7.5 Continued

Fall 2009

Race/ Ethnicity	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	5,754	87.9%	912	88.2%	4,912	82.0%	11,578	85.3%
Asian/Pacific Islander	141	2.2%	11	1.1%	87	1.5%	239	1.8%
Hispanic	355	5.4%	42	4.1%	509	8.5%	906	6.7%
Native American	39	0.6%	16	1.5%	66	1.1%	121	0.9%
Black (non-Hispanic)	255	3.9%	36	3.5%	384	6.4%	675	5.0%
Two or More Races	0	0.0%	17	1.6%	30	0.5%	47	0.3%
Total	6,544	100.0%	1,034	100.0%	5,988	100.0%	13,566	100.0%

Race/ Ethnicity	Other Colleges and Universities						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,686	81.5%	310	74.9%	306	85.0%	14,880	84.4%
Asian/Pacific Islander	153	4.6%	8	1.9%	5	1.4%	405	2.3%
Hispanic	181	5.5%	22	5.3%	22	6.1%	1,131	6.4%
Native American	95	2.9%	5	1.2%	2	0.6%	223	1.3%
Black (non-Hispanic)	155	4.7%	68	16.4%	25	6.9%	923	5.2%
Two or More Races	24	0.7%	1	0.2%	0	0.0%	72	0.4%
Total	3,294	100.0%	414	100.0%	360	100.0%	17,634	100.0%

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Table A7.5 Continued

Fall 2010

Race/ Ethnicity	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	5,910	86.1%	1,073	86.6%	4,786	78.1%	11,769	82.7%
Asian/Pacific Islander	119	1.7%	9	0.7%	92	1.5%	220	1.5%
Hispanic	432	6.3%	68	5.5%	629	10.3%	1,129	7.9%
Native American	19	0.3%	18	1.5%	59	1.0%	96	0.7%
Black (non-Hispanic)	233	3.4%	53	4.3%	491	8.0%	777	5.5%
Two or More Races	151	2.2%	18	1.5%	74	1.2%	243	1.7%
Total	6,864	100.0%	1,239	100.0%	6,131	100.0%	14,234	100.0%

Race/ Ethnicity	Other Colleges and Universities						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,595	79.3%	443	73.0%	293	81.8%	15,100	81.7%
Asian/Pacific Islander	149	4.6%	8	1.3%	5	1.4%	382	2.1%
Hispanic	214	6.5%	21	3.5%	32	8.9%	1,396	7.6%
Native American	84	2.6%	10	1.6%	1	0.3%	191	1.0%
Black (non-Hispanic)	129	3.9%	122	20.1%	26	7.3%	1,054	5.7%
Two or More Races	102	3.1%	3	0.5%	1	0.3%	349	1.9%
Total	3,273	100.0%	607	100.0%	358	100.0%	18,472	100.0%

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Table A7.5 Continued

Fall 2011

Race/ Ethnicity	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	5,477	83.6%	1,007	83.8%	4,491	76.4%	10,975	80.5%
Asian/Pacific Islander	139	2.1%	8	0.7%	107	1.8%	254	1.9%
Hispanic	505	7.7%	68	5.7%	659	11.2%	1,232	9.0%
Native American	16	0.2%	14	1.2%	89	1.5%	119	0.9%
Black (non-Hispanic)	229	3.5%	74	6.2%	454	7.7%	757	5.6%
Two or More Races	188	2.9%	30	2.5%	79	1.3%	297	2.2%
Total	6,554	100.0%	1,201	100.0%	5,879	100.0%	13,634	100.0%

Race/ Ethnicity	Other Colleges and Universities						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,527	78.2%	192	75.6%	262	84.5%	13,956	80.1%
Asian/Pacific Islander	133	4.1%	3	1.2%	4	1.3%	394	2.3%
Hispanic	203	6.3%	13	5.1%	23	7.4%	1,471	8.4%
Native American	106	3.3%	5	2.0%	2	0.6%	232	1.3%
Black (non-Hispanic)	160	5.0%	36	14.2%	16	5.2%	969	5.6%
Two or More Races	102	3.2%	5	2.0%	3	1.0%	407	2.3%
Total	3,231	100.0%	254	100.0%	310	100.0%	17,429	100.0%

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Table A7.5 Continued

Fall 2012

Race/ Ethnicity	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	5,366	82.4%	1,011	80.0%	4,507	75.2%	10,884	79.0%
Asian/Pacific Islander	188	2.9%	14	1.1%	119	2.0%	321	2.3%
Hispanic	493	7.6%	89	7.0%	744	12.4%	1,326	9.6%
Native American	15	0.2%	17	1.3%	64	1.1%	96	0.7%
Black (non-Hispanic)	233	3.6%	106	8.4%	509	8.5%	848	6.2%
Two or More Races	218	3.3%	26	2.1%	51	0.9%	295	2.1%
Total	6,513	100.0%	1,263	100.0%	5,994	100.0%	13,770	100.0%

Race/ Ethnicity	Other Colleges and Universities						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,433	78.8%	171	66.3%	187	84.2%	13,675	78.9%
Asian/Pacific Islander	160	5.2%	5	1.9%	2	0.9%	488	2.8%
Hispanic	229	7.4%	23	8.9%	22	9.9%	1,600	9.2%
Native American	62	2.0%	4	1.6%	3	1.4%	165	1.0%
Black (non-Hispanic)	124	4.0%	49	19.0%	7	3.2%	1,028	5.9%
Two or More Races	81	2.6%	6	2.3%	1	0.5%	383	2.2%
Total	3,089	100.0%	258	100.0%	222	100.0%	17,339	100.0%

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Table A7.5 Continued

Fall 2013

Race/ Ethnicity	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	5,657	81.1%	1,043	80.5%	4,268	73.4%	10,968	77.9%
Asian/Pacific Islander	181	2.6%	11	0.8%	114	2.0%	306	2.2%
Hispanic	614	8.8%	118	9.1%	790	13.6%	1,522	10.8%
Native American	14	0.2%	8	0.6%	54	0.9%	76	0.5%
Black (non-Hispanic)	277	4.0%	59	4.6%	501	8.6%	837	5.9%
Two or More Races	235	3.4%	57	4.4%	86	1.5%	378	2.7%
Total	6,978	100.0%	1,296	100.0%	5,813	100.0%	14,087	100.0%

Race/ Ethnicity	Other Colleges and Universities						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,488	76.2%	202	59.1%	187	83.1%	13,845	77.3%
Asian/Pacific Islander	139	4.3%	5	1.5%	1	0.4%	451	2.5%
Hispanic	246	7.5%	36	10.5%	30	13.3%	1,834	10.2%
Native American	95	2.9%	3	0.9%	0	0.0%	174	1.0%
Black (non-Hispanic)	158	4.8%	95	27.8%	5	2.2%	1,095	6.1%
Two or More Races	138	4.2%	1	0.3%	2	0.9%	519	2.9%
Total	3,264	100.0%	342	100.0%	225	100.0%	17,918	100.0%

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Table A7.5 Continued

Fall 2014

Race/ Ethnicity	Public Institutions							
	University of Nebraska		Nebraska State Colleges		Community Colleges		Total Public Institutions	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	5,754	79.9%	1,127	81.9%	3,929	70.9%	10,810	76.6%
Asian/Pacific Islander	219	3.0%	14	1.0%	137	2.5%	370	2.6%
Hispanic	670	9.3%	108	7.8%	851	15.4%	1,629	11.5%
Native American	13	0.2%	19	1.4%	40	0.7%	72	0.5%
Black (non-Hispanic)	276	3.8%	71	5.2%	436	7.9%	783	5.5%
Two or More Races	266	3.7%	37	2.7%	146	2.6%	449	3.2%
Total	7,198	100.0%	1,376	100.0%	5,539	100.0%	14,113	100.0%

Race/ Ethnicity	Other Colleges and Universities						**Nebraska Total**	
	Independent Colleges and Universities		Degree-Granting For-Profit/Career Schools		Non-Degree For-Profit/Career Schools			
White (non-Hispanic)	2,470	78.0%	142	70.3%	172	83.1%	13,594	76.9%
Asian/Pacific Islander	145	4.6%	3	1.5%	2	1.0%	520	2.9%
Hispanic	258	8.2%	18	8.9%	24	11.6%	1,929	10.9%
Native American	55	1.7%	0	0.0%	0	0.0%	127	0.7%
Black (non-Hispanic)	134	4.2%	36	17.8%	7	3.4%	960	5.4%
Two or More Races	103	3.3%	3	1.5%	2	1.0%	557	3.1%
Total	3,165	100.0%	202	100.0%	207	100.0%	17,687	100.0%

Note. Counts include full-time and part-time students. Counts do not include nonresident aliens or students of unknown race/ethnicity. The race/ethnicity category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnicity category until fall 2011 enrollments were reported. Degree-granting and non-degree-granting for-profit/career schools include the schools classified in each of these categories as of fall 2014. Prior to 2009, some for-profit/career schools changed from non-degree-granting to degree-granting. Data source: National Center for Education Statistics, IPEDS fall 2003 through 2014 surveys.

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Appendix 8

Financial Aid Programs

Explanatory Note A8.1
Definitions of Federal and State Title IV Financial Aid Programs

The following are definitions of the types of federal and Title IV financial aid programs available to Nebraska postsecondary students between 2003 and 2014:

- **Academic Competitiveness Grant (ACG):** Created under the Higher Education Reconciliation Act of 2005, ACGs were need-based but limited to students who had demonstrated academic achievement. To receive an ACG, a student must have been a college freshman or sophomore, a U.S. citizen, Pell Grant-eligible and have completed a program of rigorous high school course work as defined by their state and recognized by the U.S. Secretary of Education. ACGs provided additional funds of up to $750 for first-year college students and up to an additional $1,300 for second-year students who were enrolled full time and maintained a 3.0 GPA in college. Institutions began awarding these grants in the 2006–2007 academic year. This program was eliminated after the 2010–2011 academic year.

- **Federal Pell Grant**: Federal Pell Grants are awarded to undergraduates who have not earned a bachelor's degree and who demonstrate high financial need. Pell Grants do not have to be repaid. The award range for Pell Grants for the award year 2014–2015 was $587 to $5,730.

- **Federal Supplemental Educational Opportunity Grant (FSEOG)**: Undergraduate students with exceptional need and who have not received a bachelor's degree are eligible to receive the FSEOG. FSEOG awards can range from $100 to $4,000 and do not have to be repaid, but awards are subject to the availability of funds at a student's institution.

- **Federal Work-Study (FWS)**: The FWS provides on- and off-campus jobs for graduate and undergraduate students who demonstrate financial need. Work-study amounts awarded vary from institution to institution.

- **Iraq and Afghanistan Service Grant (IASG):** The IASG provides money to college or career school students to help pay for educational expenses. A student may be eligible to receive the IASG if the student's parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11, and the student is not eligible for a Federal Pell Grant on the basis of the Expected Family Contribution but meets the remaining Federal Pell Grant eligibility requirements, and the student was under 24 years old or enrolled in college at least part time at the time of the parent's or guardian's death. The grant was awarded for the first time in Nebraska in 2013-2014. The grant award is equal to the amount of a maximum Federal Pell Grant for the award year but cannot exceed the student's cost of attendance for that year.

- **Nebraska Opportunity Grant (NOG)**: State grants are awarded to Nebraska-resident students who demonstrate high financial need and who attend eligible Nebraska postsecondary institutions to assist with the students' educational expenses. Funding for the grant comes from the state through the Nebraska Lottery and the state's general fund. The Nebraska State Grant (NSG) program was in effect from 2003–2004 through 2009–2010. In 2010–2011, the program was renamed the Nebraska Opportunity Grant (NOG).

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Explanatory Note A8.1 Continued

- **National Science and Mathematics Access to Retain Talent (SMART) Grant**: Created under the Higher Education Reconciliation Act of 2005, SMART grants were need-based but limited to students majoring in specified fields who maintained B averages in college. To receive a SMART grant, a student must have been a third- or fourth-year college student; a U.S. citizen; Pell Grant-eligible; enrolled full time; majored in a designated science, technology, mathematics, or critical language; and maintained a 3.0 GPA. Students who met these criteria would receive up to $4,000 in additional financial aid. Institutions began awarding SMART grants in the 2006–2007 academic year. This program was eliminated after the 2010–2011 academic year.

- **Perkins Loans:** Perkins Loans are fixed, low-interest (5%) loans available to graduate and undergraduate students with financial need. Undergraduate students may borrow up to $4,000 per year, and graduate students may borrow up to $6,000 per year, depending on the availability of funds at their institution.

- **PLUS Loans:** PLUS loans are available to the parents of dependent undergraduate students. These loans are not need-based. Parents may borrow up to the student's cost of attendance, less any other financial aid received.

- **PLUS Loans for Graduate and Professional Degree Students (Grad PLUS)**: Graduate and professional degree students are eligible to borrow under the PLUS loan program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to PLUS also apply to GRAD PLUS. Applicants must apply for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Loan Program before applying for a Graduate/Professional PLUS loan.

- **Subsidized (Sub) and Unsubsidized (Unsub) Stafford Loans:** Sub and Unsub Loans are available to undergraduate and graduate students. Students must demonstrate financial need in order to qualify for a Subsidized Loan, where the federal government pays the interest while the student is in school. Unsubsidized Loans are available to all students, but borrowers are responsible for the interest while in school. Limits for Sub and Unsub Loans range from a maximum of $5,500 to $20,500 depending on grade level and dependency status.

- **Teacher Education Assistance for College and Higher Education (TEACH) Grant**: The TEACH grant program was established under the College Cost Reduction and Access Act (CCRAA) to benefit current and prospective teachers. Beginning in 2008–2009, students may be awarded up to $4,000 per academic year. Undergraduate and post-baccalaureate students may receive up to a total of $16,000, while graduate students may receive up to $8,000. Eligible students must be currently completing or planning to complete coursework necessary to begin a career in teaching. There are, however, graduate degree alternatives for teachers or retirees with experience in a teacher shortage area. To be considered for a grant, a student must have a score above the 75th percentile on an admissions test, such as SAT, ACT or GRE and at least a 3.25 GPA. Students must sign an understanding of terms document to certify they understand the terms of the grant and the teaching service requirements. The student must teach full time for at least four years within eight years of completing the program at a Title I school as a highly qualified teacher and/or in a specified subject area (mathematics, science, foreign language, bilingual education, special education, reading or another "high need" field). If service is not met, the grant must be repaid as an unsubsidized direct Stafford Loan with interest from the date(s) of original disbursement.

Students must demonstrate financial need to be considered for all aid programs listed except for the TEACH, the Unsubsidized Loan, the PLUS, and the GRAD PLUS. Financial need is the difference between the student's costs to attend his or her respective institution and the ability of the family to contribute toward college costs. That ability is determined through completing the Free Application for Federal Student Aid (FAFSA). For example, if the cost of attendance is $8,000 and the student's contribution is $1,000, the student demonstrates a need of $7,000.

Explanatory Note A8.2
Definitions of Income Groups
for Access College Early (ACE) Scholarship Recipients

The following definitions are used for Table A8.4a through Table A8.4g:

- **Low-income students:** Students approved to receive free or reduced-price school lunches.
- **Non-low-income students:** Students not approved for free or reduced-price school lunches. The non-low-income students include students in low-income households that have not applied for free or reduced-price school lunches. Participation in the free or reduced-price school lunch program is the only indicant of household income in the student records maintained by the Nebraska Department of Education; therefore, low-income students in the non-low-income category cannot be identified and excluded for the purposes of analysis.
- **Other low-income graduates:** The numbers for these students are determined by subtracting the numbers of male and female ACE scholarship recipients from the total numbers of male and female low-income graduates reported by the Nebraska Department of Education.

Table A8.1
Nebraska Opportunity Grants (NOG) Awarded by Sector
2014–2015 Compared to 2003–2004 Baseline

	2003–2004	2014–2015	% Change
Nebraska Public Institutions			
Number of NOG-Eligible Students[a]	21,373	37,543	75.7%
Number of Students Awarded a NOG	8,740	11,504	31.6%
Percent of Eligible Students Awarded a NOG	40.9%	30.6%	-25.1%
Total Amount Awarded	$4,970,800	$11,505,016	131.5%
Average Amount Award	$569	$1,000	75.8%
Independent Colleges & Universities			
Number of NOG-Eligible Students[a]	3,837	5,672	47.8%
Number of Students Awarded a NOG	2,674	2,950	10.3%
Percent of Eligible Students Awarded a NOG	69.7%	52.0%	-25.4%
Total Amount Awarded	$2,559,826	$3,149,339	23.0%
Average Amount Award	$957	$1,068	11.5%
Private Career Schools			
Number of NOG-Eligible Students[a]	3,012	3,440	14.2%
Number of Students Awarded a NOG	1,617	1,489	-7.9%
Percent of Eligible Students Awarded a NOG	53.7%	43.3%	-19.4%
Total Amount Awarded	$1,204,537	$1,800,917	49.5%
Average Amount Award	$745	$1,209	62.4%
Total Nebraska State Grants Awarded			
Number of NOG-Eligible Students[a]	28,222	46,655	65.3%
Number of Students Awarded a NOG	13,031	15,943	22.3%
Percent of Eligible Students Awarded a NOG	46.2%	34.2%	-26.0%
Total Amount Awarded	$8,735,163	$16,455,272	88.4%
Average Amount Award	$670	$1,032	54.0%

Data source: Nebraska Opportunity Grant Expenditure Reports, September 2004 and November 2015.
[a] To be eligible for a NOG, the student must be a Nebraska resident, attend a Nebraska postsecondary institution, and have a minimum EFC as determined by completing the Free Application for Federal Student Aid (FAFSA). Students who would otherwise qualify for a NOG but do not complete the FAFSA are not included in the number of NOG-eligible students.

Table A8.2
Nebraska Opportunity Grants (NOG) Awarded by Sector and Income of Recipient
2014–2015 Compared to 2003–2004 Baseline

Income Level of Nebraska State Grants Recipients by Sector	2003–2004		2014–2015		% Change in # of Recipients
	# of Recipients	% of Recipients	# of Recipients	% of Recipients	
Nebraska Public Institutions					
$0 to $19,999	4,398	50.3%	4,524	39.3%	2.9%
$20,000 to $39,999	3,079	35.2%	3,352	29.1%	8.9%
$40,000 or Higher	1,263	14.5%	3,628	31.5%	187.3%
Total	8,740		11,504		31.6%
Independent Colleges and Universities					
$0 to $19,999	946	35.4%	1,160	39.3%	22.6%
$20,000 to $39,999	1,147	42.9%	840	28.5%	-26.8%
$40,000 or Higher	581	21.7%	950	32.2%	63.5%
Total	2,674		2,950		10.3%
Private Career Schools					
$0 to $19,999	1,353	83.7%	1,000	67.2%	-26.1%
$20,000 to $39,999	202	12.5%	323	21.7%	59.9%
$40,000 or Higher	62	3.8%	166	11.1%	167.7%
Total	1,617		1,489		-7.9%
Total Nebraska State Grants Awarded					
$0 to $19,999	6,697	51.4%	6,684	41.9%	-0.2%
$20,000 to $39,999	4,428	34.0%	4,515	28.3%	2.0%
$40,000 or Higher	1,906	14.6%	4,744	29.8%	148.9%
Total	13,031		15,943		22.3%

Data source: Nebraska Opportunity Grant Expenditure Reports, September 2004 and November 2015.

Table A8.3
Access College Early (ACE) Scholarship Program Funding and Awards
2007–2008 to 2015–2016 to Date[a]

Academic Year	NE State Funding	Federal Funding	Total Available Funding	$ Amount of Scholarships Awarded
2007–2008	$115,000	$0	$115,000	$114,856
2008–2009	$116,754	$100,000	$216,754	$216,754
2009–2010	$275,250	$100,000	$375,250	$339,624
2010–2011	$484,652	$250,000	$734,652	$699,071
2011–2012	$499,000	$294,034	$793,034	$812,968
2012–2013	$580,000	$300,000	$880,000	$813,760
2013–2014	$640,000	$285,000	$925,000	$921,071
2014–2015	$685,000	$271,890	$956,890	$953,596
2015–2016 to Date[a]	$735,000	$46,176	$781,176	$538,086

Academic Year	# of Student Recipients	# of Scholarships Awarded	Average Scholarship	Average Received per Student
2007–2008	294	363	$316	$391
2008–2009	643	825	$263	$337
2009–2010	1,020	1,302	$261	$333
2010–2011	1,601	2,152	$325	$437
2011–2012	1,707	3,442	$236	$476
2012–2013	1,705	3,445	$236	$477
2013–2014	1,866	3,969	$232	$494
2014–2015	1,919	4,082	$234	$497
2015–2016 to Date[a]	1,552	2,461	$219	$347

Academic Year	# of Dual Enrollment Courses	# of Credit Hours	# of NE High Schools Represented	# of NE Colleges & Universities Where Students Took Courses
2007–2008	497	1,698	110	11
2008–2009	912	3,050	135	13
2009–2010	1,369	4,558	191	12
2010–2011	3,191	10,396	220	12
2011–2012	3,214	10,889	216	15
2012–2013	3,445	11,877	210	15
2013–2014	3,969	13,592	217	20
2014–2015	4,082	13,785	211	18
2015–2016 to Date[a]	2,461	8,571	193	17

Note. For the first year of the program in 2007–08, eligible students were allowed to apply for scholarships for as many courses as they wanted to take. In 2008–09 and 2009–10, scholarships were limited to funding only one course per term per eligible student, so that a student could receive scholarships for a maximum of two or three courses during the school year, depending on whether courses were taken on a semester or quarter basis. Beginning in 2010–11 and continuing through 2014–15, eligible students were allowed to apply for scholarships for as many courses as they wanted to take. For 2015–16, eligible students are limited to two courses per term. Data source: Nebraska's Coordinating Commission for Postsecondary Education, January 2016.

[a] As of January 29, 2016.

Table A8.4.a
College Continuation Rates of
2007–2008 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	74	63	85.1%
Nonpublic (Private)	1	1	100.0%
Home-schooled	0	0	
Total	75	64	85.3%
Females			
Public	141	117	83.0%
Nonpublic (Private)	4	4	100.0%
Home-schooled	0	0	
Total	145	121	83.4%
Total			
Public	215	180	83.7%
Nonpublic (Private)	5	5	100.0%
Home-schooled	0	0	
Total	220	185	84.1%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	74	63	85.1%
Other Low Income Graduates	2,082	986	43.0%
Non-Low Income Graduates	7,803	5,536	70.9%
Total	9,959	6,585	66.1%
Females			
ACE Scholarship Recipients	141	117	83.0%
Other Low Income Graduates	2,282	1,216	53.3%
Non-Low Income Graduates	7,654	5,913	77.3%
Total	10,077	7,246	71.9%
Total			
ACE Scholarship Recipients	215	180	83.7%
Other Low Income Graduates	4,364	2,202	50.5%
Non-Low Income Graduates	15,457	11,449	74.1%
Total	20,036	13,831	69.0%

Note. The college continuation rate is the number 2007–08 high school graduates who enrolled in college on or before April 7, 2009, divided by the total number of students who graduated from Nebraska high schools in 2007–08. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), July 2009; National Student Clearinghouse (college continuation data), April and July 2009; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2009.

Table A8.4.b
College Continuation Rates of
2008–2009 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	123	98	79.7%
Nonpublic (Private)	2	2	100.0%
Home-schooled	0	0	
Total	125	100	80.0%
Females			
Public	317	257	81.1%
Nonpublic (Private)	10	10	100.0%
Home-schooled	0	0	
Total	327	267	81.7%
Total			
Public	440	355	80.7%
Nonpublic (Private)	12	12	100.0%
Home-schooled	0	0	
Total	452	367	81.2%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	123	98	79.7%
Other Low Income Graduates	2,200	1,032	46.9%
Non-Low Income Graduates	7,354	5,314	72.3%
Total	9,677	6,444	66.6%
Females			
ACE Scholarship Recipients	317	257	81.1%
Other Low Income Graduates	2,180	1,204	55.2%
Non-Low Income Graduates	7,320	5,769	78.8%
Total	9,817	7,230	73.6%
Total			
ACE Scholarship Recipients	440	355	80.7%
Other Low Income Graduates	4,380	2,236	51.1%
Non-Low Income Graduates	14,674	11,083	75.5%
Total	19,494	13,674	70.1%

Note. The college continuation rate is the number 2008–09 high school graduates who enrolled in college on or before April 20, 2010, divided by the total number of students who graduated from Nebraska high schools in 2008–09. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), April 2010 and February 2015 (corrected); National Student Clearinghouse (college continuation data), April 2010; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2010.

Table A8.4.c
College Continuation Rates of
2009–2010 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	186	136	73.1%
Nonpublic (Private)	11	11	100.0%
Home-schooled	0	0	
Total	197	147	74.6%
Females			
Public	368	293	79.6%
Nonpublic (Private)	23	22	95.7%
Home-schooled	1	1	100.0%
Total	392	316	80.6%
Total			
Public	554	429	77.4%
Nonpublic (Private)	34	33	97.1%
Home-schooled	1	1	100.0%
Total	589	463	78.6%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	186	136	73.1%
Other Low Income Graduates	2,343	1,185	50.6%
Non-Low Income Graduates	7,165	5,321	74.3%
Total	9,694	6,642	68.5%
Females			
ACE Scholarship Recipients	368	293	79.6%
Other Low Income Graduates	2,399	1,365	56.9%
Non-Low Income Graduates	6,947	5,648	81.3%
Total	9,714	7,306	75.2%
Total			
ACE Scholarship Recipients	554	429	77.4%
Other Low Income Graduates	4,742	2,550	53.8%
Non-Low Income Graduates	14,112	10,969	77.7%
Total	19,408	13,948	71.9%

Note. The college continuation rate is the number 2009–10 high school graduates who enrolled in college on or before March 25, 2011, divided by the total number of students who graduated from Nebraska high schools in 2009–10. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), February 2015 (corrected); National Student Clearinghouse (college continuation data), March 2011; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), March 2011.

Table A8.4.d
College Continuation Rates of
2010–2011 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	291	232	79.7%
Nonpublic (Private)	14	12	85.7%
Home-schooled	0	0	
Total	305	244	80.0%
Females			
Public	604	495	82.0%
Nonpublic (Private)	20	18	90.0%
Home-schooled	1	1	100.0%
Total	625	514	82.2%
Total			
Public	895	727	81.2%
Nonpublic (Private)	34	30	88.2%
Home-schooled	1	1	100.0%
Total	930	758	81.5%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	291	232	79.7%
Other Low Income Graduates	2,417	1,191	49.3%
Non-Low Income Graduates	6,872	5,044	73.4%
Total	9,580	6,467	67.5%
Females			
ACE Scholarship Recipients	604	495	82.0%
Other Low Income Graduates	2,428	1,341	55.2%
Non-Low Income Graduates	6,747	5,489	81.4%
Total	9,779	7,325	74.9%
Total			
ACE Scholarship Recipients	895	727	81.2%
Other Low Income Graduates	4,845	2,532	52.3%
Non-Low Income Graduates	13,619	10,533	77.3%
Total	19,359	13,792	71.2%

Note. The college continuation rate is the number 2010–11 high school graduates who enrolled in college on or before March 26, 2012, divided by the total number of students who graduated from Nebraska high schools in 2010–11. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), February 2015 (corrected); National Student Clearinghouse (college continuation data), March and April 2012; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2012.

Table A8.4.e
College Continuation Rates of
2011–2012 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	341	276	80.9%
Nonpublic (Private)	16	14	87.5%
Home-schooled	1	1	100.0%
Total	358	291	81.3%
Females			
Public	631	524	83.0%
Nonpublic (Private)	21	21	100.0%
Home-schooled	0	0	
Total	652	545	83.6%
Total			
Public	972	800	82.3%
Nonpublic (Private)	37	35	94.6%
Home-schooled	1	1	100.0%
Total	1,010	836	82.8%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	341	276	80.9%
Other Low Income Graduates	2,606	1,247	47.9%
Non-Low Income Graduates	6,687	4,820	72.1%
Total	9,634	6,343	65.8%
Females			
ACE Scholarship Recipients	631	524	83.0%
Other Low Income Graduates	2,609	1,495	57.3%
Non-Low Income Graduates	6,501	5,355	82.4%
Total	9,741	7,374	75.7%
Total			
ACE Scholarship Recipients	972	800	82.3%
Other Low Income Graduates	5,215	2,742	52.6%
Non-Low Income Graduates	13,188	10,175	77.2%
Total	19,375	13,717	70.8%

Note. The college continuation rate is the number 2011–12 high school graduates who enrolled in college on or before May 31, 2013, divided by the total number of students who graduated from Nebraska high schools in 2011–12. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), February 2015 (corrected); National Student Clearinghouse (college continuation data), August and September 2013; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), August 2013.

Table A8.4.f
College Continuation Rates of
2012–2013 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	342	283	82.7%
Nonpublic (Private)	12	11	91.7%
Home-schooled	1	1	100.0%
Total	355	295	83.1%
Females			
Public	609	536	88.0%
Nonpublic (Private)	22	19	86.4%
Home-schooled	3	2	66.7%
Total	634	557	87.9%
Total			
Public	951	819	86.1%
Nonpublic (Private)	34	30	88.2%
Home-schooled	4	3	75.0%
Total	989	852	86.1%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	342	283	82.7%
Other Low Income Graduates	2,705	1283	47.4%
Non-Low Income Graduates	6,689	4,921	73.6%
Total	9,736	6,487	66.6%
Females			
ACE Scholarship Recipients	609	536	88.0%
Other Low Income Graduates	2,766	1,534	55.5%
Non-Low Income Graduates	6,342	5,208	82.1%
Total	9,717	7,278	74.9%
Total			
ACE Scholarship Recipients	951	819	86.1%
Other Low Income Graduates	5,471	2,817	51.5%
Non-Low Income Graduates	13,031	10,129	77.7%
Total	19,453	13,765	70.8%

Note. The college continuation rate is the number 2012–13 high school graduates who enrolled in college on or before March 27, 2014, divided by the total number of students who graduated from Nebraska high schools in 2012–13. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), June 2014; National Student Clearinghouse (college continuation data), March and April 2014; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), April 2014.

Table A8.4.g
College Continuation Rates of
2013–2014 Access College Early (ACE) Scholarship Recipients

Part 1: College Continuation Rates of ACE Recipients by Gender and Type of High School Attended

Type of High School Attended	# HS Seniors Who Received ACE Scholarships	# of Senior ACE Recipients Who Enrolled in College	College Continuation Rate
Males			
Public	394	301	76.4%
Nonpublic (Private)	10	10	100.0%
Home-schooled	1	1	100.0%
Total	405	312	77.0%
Females			
Public	657	561	85.4%
Nonpublic (Private)	28	23	82.1%
Home-schooled	3	3	100.0%
Total	688	587	85.3%
Total			
Public	1,051	862	82.0%
Nonpublic (Private)	38	33	86.8%
Home-schooled	4	4	100.0%
Total	1,093	899	82.3%

Part 2: College Continuation Rates of Public High School Recipients of ACE Scholarships and Other Public High School Graduates by Gender and Student Income Status

Student Category	# HS Grads	# of Grads Enrolled in College	College Continuation Rate
Males			
ACE Scholarship Recipients	394	301	76.4%
Other Low Income Graduates	2,730	1,345	49.3%
Non-Low Income Graduates	6,568	4,852	73.9%
Total	9,692	6,498	67.0%
Females			
ACE Scholarship Recipients	657	561	85.4%
Other Low Income Graduates	2,780	1,608	57.8%
Non-Low Income Graduates	6,400	5,303	82.9%
Total	9,837	7,472	76.0%
Total			
ACE Scholarship Recipients	1,051	862	82.0%
Other Low Income Graduates	5,510	2,953	53.6%
Non-Low Income Graduates	12,968	10,155	78.3%
Total	19,529	13,970	71.5%

Note. The college continuation rate is the number 2013–14 high school graduates who enrolled in college on or before April 16, 2015, divided by the total number of students who graduated from Nebraska high schools in 2013–14. National Student Clearinghouse records do not include students who enrolled in small private not-for-profit colleges or for-profit colleges and career schools that do not submit enrollment records to the Clearinghouse. Data sources: Nebraska's Coordinating Commission for Postsecondary Education (numbers of ACE recipients), August 2015; National Student Clearinghouse (college continuation data), August 2015; and Nebraska Department of Education (numbers of low-income and non-low-income graduates), August 2015.

Table A8.5 ACE Plus Scholarship Recipients 2011–2012 through 2015–2016						
	2011–2012		2012–2013		2013–2014	
	N	%	N	%	N	%
Year in College						
First Year in College	234	73.8%	242	61.4%	181	51.6%
Second Year in College	83	26.2%	152	38.6%	170	48.4%
Total	317		394		351	
Cumulative High School GPA[a] for ACE Plus Recipients Who Received ACE Plus Scholarships for Their First Year of College						
2.0–2.9	15	6.4%	32	13.2%	9	5.0%
3.0–3.4	51	21.8%	64	26.4%	33	18.2%
3.5–4.0	168	71.8%	146	60.3%	139	76.8%
Total	234		242		181	
Freshmen Year (College) GPA[b] for ACE Plus Recipients Who Received ACE Plus Scholarships for Their Second Year of College						
2.0–2.9	2	2.4%	25	16.4%	34	20.0%
3.0–3.4	11	13.3%	44	28.9%	52	30.6%
3.5–4.0	70	84.3%	83	54.6%	84	49.4%
Total	83		152		170	
College Attended						
Nebraska Colleges	279	88.0%	349	88.6%	314	89.5%
Out-of-State Colleges	38	12.0%	45	11.4%	37	10.5%
Total	317		394		351	
Nebraska Colleges Attended by Sector						
University of Nebraska	136	48.7%	160	45.8%	173	55.1%
Nebraska State Colleges	39	14.0%	45	12.9%	49	15.6%
Community Colleges	64	22.9%	79	22.6%	48	15.3%
Independent Colleges	39	14.0%	64	18.3%	44	14.0%
For-Profit Schools	1	0.4%	1	0.3%	0	0.0%
Total	279		349		314	
Gender						
Female	219	69.1%	276	70.1%	236	67.2%
Male	98	30.9%	118	29.9%	115	32.8%
Total	317		394		351	
Race/Ethnicity						
White (non-Hispanic)	248	78.2%	297	75.4%	265	75.5%
Asian/Pacific Islander	11	3.5%	8	2.0%	10	2.8%
Hispanic	33	10.4%	56	14.2%	55	15.7%
Native American	2	0.6%	5	1.3%	2	0.6%
Black (non-Hispanic)	5	1.6%	11	2.8%	10	2.8%
Two or More Races	18	5.7%	17	4.3%	9	2.6%
Minority Total	69	21.8%	97	24.6%	86	24.5%
Total	317		394		351	

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Table A8.5 Continued						
	2014–2015		2015–16			
	N	%	N	%		
Year in College						
First Year in College	188	49.9%	169	51.7%		
Second Year in College	189	50.1%	158	48.3%		
Total	377		327			
Cumulative High School GPA[a] for ACE Plus Recipients Who Received ACE Plus Scholarships for Their First Year of College						
2.0–2.9	16	8.5%	12	7.1%		
3.0–3.4	35	18.6%	36	21.3%		
3.5–4.0	137	72.9%	121	71.6%		
Total	188		169			
Freshmen Year (College) GPA[b] for ACE Plus Recipients Who Received ACE Plus Scholarships for Their Second Year of College						
2.0–2.9	38	20.1%	30	19.0%		
3.0–3.4	55	29.1%	35	22.2%		
3.5–4.0	96	50.8%	93	58.9%		
Total	189		158			
College Attended						
Nebraska Colleges	338	89.7%	293	89.6%		
Out-of-State Colleges	39	10.3%	34	10.4%		
Total	377		327			
Nebraska Colleges Attended by Sector						
University of Nebraska	193	57.1%	164	56.0%		
Nebraska State Colleges	45	13.3%	31	10.6%		
Community Colleges	49	14.5%	49	16.7%		
Independent Colleges	50	14.8%	49	16.7%		
For-Profit Schools	1	0.3%	0	0.0%		
Total	338		293			
Gender						
Female	271	71.9%	223	68.2%		
Male	106	28.1%	104	31.8%		
Total	377		327			
Race/Ethnicity						
White (non-Hispanic)	277	73.5%	226	69.1%		
Asian/Pacific Islander	13	3.4%	16	4.9%		
Hispanic	58	15.4%	53	16.2%		
Native American	1	0.3%	1	0.3%		
Black (non-Hispanic)	14	3.7%	13	4.0%		
Two or More Races	14	3.7%	18	5.5%		
Minority Total	100	26.5%	101	30.9%		
Total	377		327			

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Data source: Nebraska's Coordinating Commission for Postsecondary Education, November 2015.
[a] High school GPA is equal to the student's unweighted high school GPA, unless the student's transcript only contained a weighted GPA. GPAs greater than 4.0 were rounded to 4.0. For 2011–12, 2012–13, and 2013–14: high school GPA was self-reported by the student at the time of his/her ACE Plus application. For 2014–15 and 2015–16: high school GPA was obtained by Commission staff from the student's unofficial high school transcript.
[b] College GPA was obtained by Commission staff from the student's unofficial college transcript.

Appendix 9

IPEDS Freshmen Retention Rates

Table A9.1
Nebraska Full-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2014 Compared to Fall 2004 Baseline

Sector of Nebraska Postsecondary Education	Fall 2004			Fall 2014		
	No. of Full-Time, First-Time Freshmen Fall 2003	Estimated No. of Students Retained Fall 2004	**Full-Time Retention Rate Fall 2004**	No. of Full-Time, First-Time Freshmen Fall 2013	No. of Students Retained Fall 2014	**Full-Time Retention Rate Fall 2014**
University of Nebraska	6,327	4,962	78.4%	7,253	5,918	81.6%
Nebraska State College System	1,231	858	69.7%	1,420	924	65.1%
Nebraska Community Colleges	3,942	2,295	58.2%	4,474	2,657	59.4%
Total All Public Institutions	11,500	8,114	**70.6%**	13,147	9,499	**72.3%**
Nebraska Independent Institutions	3,613	2,696	74.6%	3,351	2,571	76.7%
Degree-Granting For-Profit Schools[a]	961	586	61.0%	Insufficient Data to Calculate a Sector Retention Rate		
Non-Degree-Granting For-Profit Schools	589	506	85.9%	214	168	78.5%
Nebraska State Retention Rate *(**Excluding** Degree-Granting For-Profit Schools)*	15,702	11,316	**72.1%**	16,712	12,238	**73.2%**
Nebraska State Retention Rate *(**Including** Degree-Granting For-Profit Schools)*	16,663	11,902	**71.4%**	Insufficient Data for a Comparison		

Note. The retention rate for four-year institutions is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. For fall 2004 through fall 2006, institutions reported retention rates to IPEDS but did not report the number of students retained. For these years, the Commission estimated the number of students retained by multiplying the number of first-time freshmen by the reported retention rate. Beginning with the fall 2007 IPEDS data, the retention

Continued on the next page.

Table A9.1 Continued

rate for an institution is determined by dividing the reported number of retained students by the adjusted fall cohort of first-time freshmen. Degree-granting and non-degree-granting for-profit/career schools include the schools classified in each of these categories as of fall 2014. Data source: U.S. Department of Education, National Center for Education Statistics, IPEDS fall 2003, fall 2004, and fall 2014 surveys.

[a] In fall 2003, the degree-granting for-profit sector enrolled a total of 1,119 full-time, first-time freshmen, but 158 of these students were enrolled at Kaplan University-Lincoln, which did not report a retention rate for fall 2004. Consequently, Kaplan University-Lincoln is excluded from the degree-granting, for-profit schools, reducing the number of full-time, first-time freshmen in this sector to 961 in fall 2003 (1,119 less 158).

In fall 2013, the degree-granting for-profit sector reported 121 full-time, first-time freshmen. However, only three of the schools in this sector reported retention rates for fall 2014 that are comparable to the rates reported in fall 2004 (Myotherapy Institute, Omaha School of Massage and Healthcare of Herzing University, and Vatterott College-Spring Valley).

The available data for the remaining schools in the degree-granting for-profit category are not comparable between fall 2004 and 2014 for the following reasons. (1) Alegent Health School of Radiologic Technology no longer enrolls freshmen. (2) ITT Technical Institute-Omaha, Kaplan University-Lincoln Campus, Kaplan University-Omaha Campus, and The Creative Center can no longer report traditional freshmen retention rates. Since they are now four-year schools, they report retention rates *only* for bachelor-seeking students, even though all or most of their first-time freshmen register for associate-degree programs or programs of less than two years in length. (3) Mary Lanning Memorial Hospital School of Radiologic Technology does not enroll first-time freshmen. (4) National American University-Bellevue did not begin reporting full-time, first-time freshmen retention rates until fall 2012. (5) The Universal College of Healing Arts was not established until 2005. (6) The University of Phoenix-Omaha Campus was not established until 2006. (7) Beginning in 2007, Vatterott College has reported no students.

Table A9.2
Nebraska Part-Time Freshmen Retention Rates
of Nebraska Postsecondary Institutions by Sector
Fall 2014 Compared to Fall 2004 Baseline

Sector of Nebraska Postsecondary Education	Fall 2004		Fall 2014	
	No. of Part-Time, FTF Fall 2003	**Part-Time Retention Rate Fall 2004**	No. of Part-Time, FTF Fall 2013	**Part-Time Retention Rate Fall 2014**
University of Nebraska	174	53.9%	134	41.8%
Nebraska State College System	62	46.0%	12	16.7%
Nebraska Community Colleges	1,505	33.8%	1,669	37.7%
Total All Public Institutions	1,741	**36.3%**	1,815	**37.9%**
Nebraska Independent Institutions	220	Insufficient Data	76	Insufficient Data
Degree-Granting For-Profit Schools	177	Insufficient Data	33	Insufficient Data
Non-Degree-Granting For-Profit Schools	8	Insufficient Data	18	Insufficient Data
Nebraska State Retention Rate	2,146	Insufficient Data	1,942	Insufficient Data

Note. The retention rate for four-year institutions is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. For fall 2004 through fall 2006, institutions reported retention rates to IPEDS but did not report the number of students retained. For these years, the Commission estimated the number of students retained by multiplying the number of first-time freshmen by the reported retention rate. Beginning with the fall 2007 IPEDS data, the retention rate for an institution is determined by dividing the reported number of retained students by the adjusted fall cohort of first-time freshmen. FTF = first-time-freshmen. Degree-granting and non-degree-granting for-profit/career schools include the schools classified in each of these categories as of fall 2014. The schools in the independent and for-profit sectors did not provide sufficient data to calculate part-time retention rates for these sectors or for the state. Data source: U.S. Department of Education, National Center for Education Statistics, IPEDS fall 2003 through fall 2014 surveys.

Table A9.3
Nebraska Freshmen Retention Rates
for Public Four-Year and Two-Year Community Colleges
For Comparisons to National Rates

Fall 2004 Retention Rates

Institutions	No. of First-Time Freshmen Fall 2003	Retention Rate Fall 2004	Estimated No. of Students Retained	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,055	82%	865	
University of Nebraska-Lincoln	3,641	79%	2,876	
University of Nebraska at Omaha	1,471	75%	1,103	
Chadron State College	459	73%	335	
Peru State College	174	60%	104	
Wayne State College	598	70%	419	
Total Public 4-Year Institutions	**7,398**		**5,703**	**77.1%**
Central Community College	374	60%	224	
Metropolitan Community College	891	49%	437	
Mid-Plains Community College	472	43%	203	
Northeast Community College	735	67%	492	
Southeast Community College	1,129	68%	768	
Western Nebraska Community College	341	50%	171	
Total Public 2-Year Community Colleges	**3,942**		**2,295**	**58.2%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	36	67%	24	
University of Nebraska-Lincoln	17	42%	7	
University of Nebraska at Omaha	41	49%	20	
Chadron State College	22	42%	9	
Peru State College	3	67%	2	
Wayne State College	6	50%	3	
Total Public 4-Year Institutions	**125**		**66**	**52.5%**
Central Community College	64	34%	22	
Metropolitan Community College	378	35%	132	
Mid-Plains Community College	60	27%	16	
Northeast Community College	30	42%	13	
Southeast Community College	216	42%	91	
Western Nebraska Community College	115	17%	20	
Total Public 2-Year Community Colleges	**863**		**293**	**34.0%**

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Table A9.3 Continued				
Fall 2005 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2004	Retention Rate Fall 2005	Estimated No. of Students Retained	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,098	84%	922	
University of Nebraska-Lincoln	3,238	84%	2,720	
University of Nebraska at Omaha	1,583	75%	1,187	
Chadron State College	326	70%	228	
Peru State College	209	65%	136	
Wayne State College	552	67%	370	
Total Public 4-Year Institutions	**7,006**		**5,563**	**79.4%**
Central Community College	385	58%	223	
Metropolitan Community College	805	47%	378	
Mid-Plains Community College	316	34%	107	
Northeast Community College	762	71%	541	
Southeast Community College	1,246	69%	860	
Western Nebraska Community College	335	52%	174	
Total Public 2-Year Community Colleges	**3,849**		**2,284**	**59.3%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	35	77%	27	
University of Nebraska-Lincoln	12	36%	4	
University of Nebraska at Omaha	35	48%	17	
Chadron State College	22	36%	8	
Peru State College	3	50%	2	
Wayne State College	5	33%	2	
Total Public 4-Year Institutions	**112**		**59**	**52.8%**
Central Community College	66	42%	28	
Metropolitan Community College	339	34%	115	
Mid-Plains Community College	34	20%	7	
Northeast Community College	31	62%	19	
Southeast Community College	229	47%	108	
Western Nebraska Community College	122	16%	20	
Total Public 2-Year Community Colleges	**821**		**296**	**36.1%**

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Table A9.3 Continued				
Fall 2006 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2005	Retention Rate Fall 2006	Estimated No. of Students Retained	Estimated Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,022	80%	818	
University of Nebraska-Lincoln	3,538	84%	2,972	
University of Nebraska at Omaha	1,696	71%	1,204	
Chadron State College	289	72%	208	
Peru State College	196	60%	118	
Wayne State College	587	70%	411	
Total Public 4-Year Institutions	**7,328**		**5,730**	**78.2%**
Central Community College	694	67%	465	
Metropolitan Community College	905	51%	462	
Mid-Plains Community College	298	58%	173	
Northeast Community College	788	71%	559	
Southeast Community College	1,183	72%	852	
Western Nebraska Community College	306	42%	129	
Total Public 2-Year Community Colleges	**4,174**		**2,640**	**63.2%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	24	60%	14	
University of Nebraska-Lincoln	11	59%	6	
University of Nebraska at Omaha	47	44%	21	
Chadron State College	17	50%	9	
Peru State College	9	59%	5	
Wayne State College	2	50%	1	
Total Public 4-Year Institutions	**110**		**56**	**51.3%**
Central Community College	141	32%	45	
Metropolitan Community College	315	33%	104	
Mid-Plains Community College	24	31%	7	
Northeast Community College	22	62%	14	
Southeast Community College	211	61%	129	
Western Nebraska Community College	79	19%	15	
Total Public 2-Year Community Colleges	**792**		**314**	**39.6%**

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Table A9.3 Continued				
Fall 2007 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2006	Retention Rate Fall 2007	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	937	79%	743	
University of Nebraska-Lincoln	3,831	83%	3,176	
University of Nebraska at Omaha	1,638	74%	1,208	
Chadron State College	354	66%	234	
Peru State College	214	50%	107	
Wayne State College	606	75%	452	
Total Public 4-Year Institutions	**7,580**		**5,920**	**78.1%**
Central Community College	744	63%	471	
Metropolitan Community College	900	54%	488	
Mid-Plains Community College	243	59%	143	
Northeast Community College	679	70%	473	
Southeast Community College	1,596	64%	1,021	
Western Nebraska Community College	362	55%	198	
Total Public 2-Year Community Colleges	**4,524**		**2,794**	**61.8%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	56	77%	43	
University of Nebraska-Lincoln	18	44%	8	
University of Nebraska at Omaha	66	41%	27	
Chadron State College	12	33%	4	
Peru State College	3	33%	1	
Wayne State College	5	20%	1	
Total Public 4-Year Institutions	**160**		**84**	**52.5%**
Central Community College	235	33%	77	
Metropolitan Community College	609	33%	203	
Mid-Plains Community College	28	39%	11	
Northeast Community College	74	65%	48	
Southeast Community College	672	47%	316	
Western Nebraska Community College	95	19%	18	
Total Public 2-Year Community Colleges	**1,713**		**673**	**39.3%**

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Table A9.3 Continued				
Fall 2008 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2007	Retention Rate Fall 2008	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	915	79%	719	
University of Nebraska-Lincoln	4,215	84%	3,521	
University of Nebraska at Omaha	1,603	69%	1,108	
Chadron State College	409	64%	260	
Peru State College	198	64%	126	
Wayne State College	654	65%	427	
Total Public 4-Year Institutions	**7,994**		**6,161**	**77.1%**
Central Community College	706	65%	461	
Metropolitan Community College	862	51%	436	
Mid-Plains Community College	289	52%	149	
Northeast Community College	744	68%	507	
Southeast Community College	931	74%	689	
Western Nebraska Community College	383	49%	189	
Total Public 2-Year Community Colleges	**3,915**		**2,431**	**62.1%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	57	65%	37	
University of Nebraska-Lincoln	20	55%	11	
University of Nebraska at Omaha	72	43%	31	
Chadron State College	6	17%	1	
Peru State College	8	100%	8	
Wayne State College	7	0%	0	
Total Public 4-Year Institutions	**170**		**88**	**51.8%**
Central Community College	160	35%	56	
Metropolitan Community College	653	32%	206	
Mid-Plains Community College	74	34%	25	
Northeast Community College	60	33%	20	
Southeast Community College	969	70%	678	
Western Nebraska Community College	119	28%	33	
Total Public 2-Year Community Colleges	**2,035**		**1,018**	**50.0%**

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Table A9.3 Continued				
Fall 2009 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2008	Retention Rate Fall 2009	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,019	83%	843	
University of Nebraska-Lincoln	4,166	84%	3,494	
University of Nebraska at Omaha	1,755	72%	1,256	
Chadron State College	403	66%	264	
Peru State College	209	63%	132	
Wayne State College	653	67%	436	
Total Public 4-Year Institutions	**8,205**		**6,425**	**78.3%**
Central Community College	756	62%	465	
Metropolitan Community College	876	55%	485	
Mid-Plains Community College	255	55%	141	
Northeast Community College	685	68%	466	
Southeast Community College	1,298	75%	974	
Western Nebraska Community College	364	56%	205	
Total Public 2-Year Community Colleges	**4,234**		**2,736**	**64.6%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	8	38%	3	
University of Nebraska-Lincoln	34	53%	18	
University of Nebraska at Omaha	52	44%	23	
Chadron State College	12	25%	3	
Peru State College	8	100%	8	
Wayne State College	7	29%	2	
Total Public 4-Year Institutions	**121**		**57**	**47.1%**
Central Community College	189	43%	82	
Metropolitan Community College	586	33%	193	
Mid-Plains Community College	47	40%	19	
Northeast Community College	61	46%	28	
Southeast Community College	580	73%	423	
Western Nebraska Community College	94	36%	34	
Total Public 2-Year Community Colleges	**1,557**		**779**	**50.0%**

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Table A9.3 Continued				
Fall 2010 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2009	Retention Rate Fall 2010	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	957	82%	783	
University of Nebraska-Lincoln	3,965	84%	3,348	
University of Nebraska at Omaha	1,753	73%	1,285	
Chadron State College	407	70%	286	
Peru State College	226	61%	137	
Wayne State College	663	68%	449	
Total Public 4-Year Institutions	**7,971**		**6,288**	**78.9%**
Central Community College	890	63%	564	
Metropolitan Community College	984	53%	524	
Mid-Plains Community College	356	55%	195	
Northeast Community College	853	65%	551	
Southeast Community College	1,640	74%	1,214	
Western Nebraska Community College	376	56%	210	
Total Public 2-Year Community Colleges	**5,099**		**3,258**	**63.9%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	14	50%	7	
University of Nebraska-Lincoln	21	62%	13	
University of Nebraska at Omaha	59	49%	29	
Chadron State College	12	17%	2	
Peru State College	11	55%	6	
Wayne State College	2	0%	0	
Total Public 4-Year Institutions	**119**		**57**	**47.9%**
Central Community College	235	43%	102	
Metropolitan Community College	679	44%	298	
Mid-Plains Community College	60	38%	23	
Northeast Community College	87	37%	32	
Southeast Community College	291	70%	204	
Western Nebraska Community College	110	38%	42	
Total Public 2-Year Community Colleges	**1,462**		**701**	**47.9%**

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Table A9.3 Continued				
Fall 2011 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2010	Retention Rate Fall 2011	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,124	77%	869	
University of Nebraska-Lincoln	4,039	84%	3,378	
University of Nebraska at Omaha	1,720	73%	1,254	
Chadron State College	384	66%	254	
Peru State College	243	53%	129	
Wayne State College	677	68%	460	
Total Public 4-Year Institutions	**8,187**		**6,344**	**77.5%**
Central Community College	853	59%	506	
Metropolitan Community College	1,148	43%	491	
Mid-Plains Community College	401	50%	200	
Northeast Community College	865	63%	547	
Southeast Community College	1,168	63%	732	
Western Nebraska Community College	402	51%	204	
Total Public 2-Year Community Colleges	**4,837**		**2,680**	**55.4%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	8	25%	2	
University of Nebraska-Lincoln	36	47%	17	
University of Nebraska at Omaha	68	53%	36	
Chadron State College	14	21%	3	
Peru State College	5	20%	1	
Wayne State College	4	25%	1	
Total Public 4-Year Institutions	**135**		**60**	**44.4%**
Central Community College	206	39%	80	
Metropolitan Community College	799	39%	314	
Mid-Plains Community College	56	34%	19	
Northeast Community College	120	31%	37	
Southeast Community College	696	42%	289	
Western Nebraska Community College	85	25%	21	
Total Public 2-Year Community Colleges	**1,962**		**760**	**38.7%**

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Table A9.3 Continued				
Fall 2012 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2011	Retention Rate Fall 2012	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,058	79%	839	
University of Nebraska-Lincoln	4,056	84%	3,405	
University of Nebraska at Omaha	1,710	72%	1,228	
Chadron State College	392	66%	259	
Peru State College	172	63%	109	
Wayne State College	676	70%	470	
Total Public 4-Year Institutions	**8,064**		**6,310**	**78.2%**
Central Community College	811	61%	492	
Metropolitan Community College	961	50%	477	
Mid-Plains Community College	442	55%	241	
Northeast Community College	790	67%	527	
Southeast Community College	1,368	64%	875	
Western Nebraska Community College	379	53%	200	
Total Public 2-Year Community Colleges	**4,751**		**2,812**	**59.2%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	16	25%	4	
University of Nebraska-Lincoln	37	59%	22	
University of Nebraska at Omaha	75	43%	32	
Chadron State College	12	42%	5	
Peru State College	2	100%	2	
Wayne State College	6	33%	2	
Total Public 4-Year Institutions	**148**		**67**	**45.3%**
Central Community College	212	41%	87	
Metropolitan Community College	747	35%	264	
Mid-Plains Community College	92	23%	21	
Northeast Community College	79	30%	24	
Southeast Community College	275	43%	117	
Western Nebraska Community College	86	29%	25	
Total Public 2-Year Community Colleges	**1,491**		**538**	**36.1%**

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Table A9.3 Continued				
Fall 2013 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2012	Retention Rate Fall 2013	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,123	76%	848	
University of Nebraska-Lincoln	3,918	84%	3,277	
University of Nebraska at Omaha	1,648	75%	1,232	
Chadron State College	398	67%	268	
Peru State College	194	58%	113	
Wayne State College	693	62%	429	
Total Public 4-Year Institutions	**7,974**		**6,167**	**77.3%**
Central Community College	740	63%	465	
Metropolitan Community College	1,237	50%	624	
Mid-Plains Community College	425	53%	225	
Northeast Community College	800	68%	547	
Southeast Community College	1,203	57%	691	
Western Nebraska Community College	373	49%	181	
Total Public 2-Year Community Colleges	**4,778**		**2,733**	**57.2%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	13	46%	6	
University of Nebraska-Lincoln	19	47%	9	
University of Nebraska at Omaha	113	58%	66	
Chadron State College	11	36%	4	
Peru State College	14	29%	4	
Wayne State College	2	0%	0	
Total Public 4-Year Institutions	**172**		**89**	**51.7%**
Central Community College	199	39%	78	
Metropolitan Community College	761	31%	238	
Mid-Plains Community College	109	35%	38	
Northeast Community College	83	34%	28	
Southeast Community College	317	50%	158	
Western Nebraska Community College	95	20%	19	
Total Public 2-Year Community Colleges	**1,564**		**559**	**35.7%**

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Table A9.3 Continued				
Fall 2014 Retention Rates				
Institutions	No. of First-Time Freshmen Fall 2013	Retention Rate Fall 2014	No. of Students Retained	Retention Rate for State-to-State Comparisons
Full-Time Freshmen Retention Rates				
University of Nebraska at Kearney	1,007	80%	801	
University of Nebraska-Lincoln	4,396	84%	3,693	
University of Nebraska at Omaha	1,780	77%	1,378	
Chadron State College	458	65%	298	
Peru State College	272	58%	159	
Wayne State College	690	68%	467	
Total Public 4-Year Institutions	**8,603**		**6,796**	**79.0%**
Central Community College	710	65%	461	
Metropolitan Community College	1,077	47%	509	
Mid-Plains Community College	398	59%	236	
Northeast Community College	749	69%	517	
Southeast Community College	1,205	61%	736	
Western Nebraska Community College	335	59%	198	
Total Public 2-Year Community Colleges	**4,474**		**2,657**	**59.4%**
Part-Time Freshmen Retention Rates				
University of Nebraska at Kearney	15	33%	5	
University of Nebraska-Lincoln	24	33%	8	
University of Nebraska at Omaha	95	45%	43	
Chadron State College	5	20%	1	
Peru State College	6	0%	0	
Wayne State College	1	100%	1	
Total Public 4-Year Institutions	**146**		**58**	**39.5%**
Central Community College	194	44%	86	
Metropolitan Community College	866	37%	317	
Mid-Plains Community College	87	32%	28	
Northeast Community College	78	29%	23	
Southeast Community College	361	42%	153	
Western Nebraska Community College	83	28%	23	
Total Public 2-Year Community Colleges	**1,669**		**630**	**37.7%**

Note. The retention rate for four-year institutions is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. For fall 2004 through fall 2006, institutions reported retention rates to IPEDS but did not report the number of students retained. For these years, the Commission estimated the number of students retained by multiplying the number of first-time freshmen by the reported retention rate. Beginning with the fall 2007 IPEDS data, the retention rate for an institution is determined by dividing the reported number of retained students by the adjusted fall cohort of first-time freshmen. Data source: U.S. Department of Education, National Center for Education Statistics, IPEDS fall 2003 through fall 2014 surveys.

Table A9.4
Nebraska First-Time, Full-Time Freshmen Retention Rates by Institution
Fall 2014 Compared to Fall 2004 Baseline

Sector and Institution	% of Fall 2003 Full-Time Freshmen Enrolled Fall 2004	% of Fall 2013 Full-Time Freshmen Enrolled Fall 2014
University of Nebraska		
Nebraska College of Technical Agriculture	73%	66%
University of Nebraska at Kearney	82%	80%
University of Nebraska-Lincoln	79%	84%
University of Nebraska Medical Center	NA	NA
University of Nebraska at Omaha	75%	77%
Nebraska State College System		
Chadron State College	73%	65%
Peru State College	60%	58%
Wayne State College	70%	68%
Nebraska Community Colleges		
Central Community College	60%	65%
Metropolitan Community College	49%	47%
Mid-Plains Community College	43%	59%
Northeast Community College	67%	69%
Southeast Community College	68%	61%
Western Nebraska Community College	50%	59%
Independent Colleges & Universities		
Bellevue University	62%	48%
Bryan College of Health Sciences	0%	83%
Clarkson College	90%	66%
College of Saint Mary	69%	79%
Concordia University-Seward	77%	80%
Creighton University	88%	91%
Dana College	66%	Not Open
Doane College-Crete	79%	72%
Doane College-Lincoln	Not Open	NA
Grace University	67%	69%
Hastings College	75%	74%
Little Priest Tribal College	43%	39%
Midland University	67%	59%
Nebraska Christian College	63%	81%
Nebraska Indian Community College	0%	24%
Nebraska Methodist College of Nursing & Allied Health	87%	70%
Nebraska Wesleyan University	80%	81%
Summit Christian College	71%	100%
Union College	69%	75%
York College	66%	56%

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Table A9.4 Continued		
Sector and Institution	% of Fall 2003 Full-Time Freshmen Enrolled Fall 2004	% of Fall 2013 Full-Time Freshmen Enrolled Fall 2014
Degree-Granting Career Schools		
Alegent Health School of Radiologic Technology	90%	NA
ITT Technical Institute-Omaha[a]	68%	NA
Kaplan University-Lincoln Campus[a]	0%	33%
Kaplan University-Omaha Campus[a]	43%	0%
Mary Lanning Memorial Hospital School of Radiologic Technology	NA	NA
Myotherapy Institute	90%	80%
National American University-Bellevue	Not Open	NA
Omaha School of Massage and Healthcare of Herzing University	95%	71%
The Creative Center[a]	83%	NA
Universal College of Healing Arts	Not Open	100%
University of Phoenix-Omaha Campus	Not Open	Not Open
Vatterott College	69%	Not Open
Vatterott College-Spring Valley	69%	47%
Non-Degree-Granting Career Schools		
Capitol School of Hairstyling and Esthetics	77%	75%
College of Hair Design	96%	75%
College of Hair Design-East Campus	Not Open	92%
Fullen School of Hair Design	69%	79%
Joseph's College	77%	72%
La'James International College	100%	83%
Regional West Medical Center School of Radiologic Technology	NA	NA
Xenon International Academy-Omaha	100%	87%

Note. The retention rate for four-year institutions is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. NA = not applicable: indicates the school did not enroll freshmen the prior year. Data source: U.S. Department of Education, National Center for Education Statistics, IPEDS fall 2004 and 2014 surveys.

[a] ITT Technical Institute-Omaha, Kaplan University-Lincoln Campus, Kaplan University-Omaha Campus, and The Creative Center can no longer report traditional freshmen retention rates. Since they are now four-year schools, they report retention rates *only* for bachelor-seeking students, even though all or most of their first-time freshmen register for associate-degree programs or programs of less than two years in length.

Table A9.5
Nebraska First-Time, Part-Time Freshmen Retention Rates by Institution
Fall 2014 Compared to Fall 2004 Baseline

Sector and Institution	% of Fall 2003 Part-Time Freshmen Enrolled Fall 2004	% of Fall 2013 Part-Time Freshmen Enrolled Fall 2014
University of Nebraska		
Nebraska College of Technical Agriculture	0%	NA
University of Nebraska at Kearney	67%	33%
University of Nebraska-Lincoln	42%	33%
University of Nebraska Medical Center	NA	NA
University of Nebraska at Omaha	49%	45%
Nebraska State College System		
Chadron State College	42%	20%
Peru State College	67%	0%
Wayne State College	50%	100%
Nebraska Community Colleges		
Central Community College	34%	44%
Metropolitan Community College	35%	37%
Mid-Plains Community College	27%	32%
Northeast Community College	42%	29%
Southeast Community College	42%	42%
Western Nebraska Community College	17%	28%
Independent Colleges & Universities		
Bellevue University	42%	22%
Bryan College of Health Sciences	NA	100%
Clarkson College	80%	50%
College of Saint Mary	0%	NA
Concordia University-Seward	0%	NA
Creighton University	0%	67%
Dana College	NA	Not Open
Doane College-Crete	0%	NA
Doane College-Lincoln	Not Open	NA
Grace University	57%	NA
Hastings College	NA	NA
Little Priest Tribal College	0%	14%
Midland University	0%	NA
Nebraska Christian College	NA	NA
Nebraska Indian Community College	0%	71%
Nebraska Methodist College of Nursing & Allied Health	NA	0%
Nebraska Wesleyan University	NA	NA
Summit Christian College	100%	0%
Union College[a]	1%	NA
York College	0%	NA

Continued on the next page.

Table A9.5 Continued		
Sector and Institution	% of Fall 2003 Part-Time Freshmen Enrolled Fall 2004	% of Fall 2013 Part-Time Freshmen Enrolled Fall 2014
Degree-Granting Career Schools		
Alegent Health School of Radiologic Technology	NA	NA
ITT Technical Institute-Omaha[b]	50%	NA
Kaplan University-Lincoln Campus[b]	NA	NA
Kaplan University-Omaha Campus[b]	0%	100%
Mary Lanning Memorial Hospital School of Radiologic Technology	NA	NA
Myotherapy Institute	100%	NA
National American University-Bellevue	Not Open	33%
Omaha School of Massage and Healthcare of Herzing University	70%	50%
The Creative Center[b]	NA	NA
Universal College of Healing Arts	Not Open	NA
University of Phoenix-Omaha Campus	Not Open	Not Open
Vatterott College	NA	Not Open
Vatterott College-Spring Valley	NA	NA
Non-Degree-Granting Career Schools		
Capitol School of Hairstyling and Esthetics	16%	100%
College of Hair Design	NA	NA
College of Hair Design-East Campus	Not Open	NA
Fullen School of Hair Design	NA	NA
Joseph's College	NA	NA
La'James International College	NA	NA
Regional West Medical Center School of Radiologic Technology	NA	NA
Xenon International Academy-Omaha	NA	NA

Note. The retention rate for four-year institutions is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. NA = not applicable: indicates the school did not enroll freshmen the prior year. Data source: U.S. Department of Education, National Center for Education Statistics, IPEDS fall 2004 and 2014 surveys.

[a] Commission staff suspects the 1% retention rate reported for fall 2003 part-time freshmen enrolled in fall 2004 is incorrect. However, this was the rate Union College reported to IPEDS.

[b] ITT Technical Institute-Omaha, Kaplan University-Lincoln Campus, Kaplan University-Omaha Campus, and The Creative Center can no longer report traditional freshmen retention rates. Since they are now four-year schools, they report retention rates *only* for bachelor-seeking students, even though all or most of their first-time freshmen register for associate-degree programs or programs of less than two years in length.

Appendix 10

IPEDS College Graduation Rates

Explanatory Note A10.1
Information on Computed College Graduation Rates Based on Data Obtained through the Integrated Postsecondary Education Data System (IPEDS)

Data collected through the Integrated Postsecondary Education Data System (IPEDS) are available from the National Center for Education Statistics to calculate the percentage of undergraduates who complete their degree programs within 150% of specified time periods. Students in four-year programs are considered to be "completers" if they graduate within six years from the time of their first enrollment. For two-year programs, the time frame for completion is three years.

The graduation rate that is calculated for an institution using IPEDS data is typically based on a cohort of full-time, first-time degree/certificate-seeking undergraduates who enrolled at the institution during the fall semester (or quarter) or the preceding summer. (A full-year cohort, rather than a fall cohort, is used by schools offering primarily occupational or vocational programs and operating on a continuous basis. In Nebraska, several for-profit career schools operate on a continuous basis, qualifying them to use a full-year cohort. For all other institutions in Nebraska, a fall cohort is used in calculating graduation rates.) The rate is calculated by dividing the number of completers by the number of students in the cohort and multiplying the fraction by 100 to express it as a percentage. The resulting percentage may be referred to as a "completion rate" or "graduation rate."

A cohort may be adjusted (reduced) only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they become part-time students, transfer to other institutions, or drop out of the institution permanently or temporarily.

With or without cohort adjustments, graduation rates based on IPEDS data are estimates of the percentage of full-time, first-time degree/certificate-seeking students who complete their academic programs at the same institution where they were enrolled as freshmen. These rates do not estimate the percentage of all students who complete their degree programs after transferring to other institutions, who started their degree programs in the winter or spring, or who initially enrolled at the institution as part-time students.

Computation and Comparison of College Graduation Rates by Sector

Table A10.2 and Table A10.3 compare the latest available graduation rates for the six sectors of postsecondary education to the sector rates in 2002–2003, which is the baseline for this report. The schools that comprise the public and independent (not-for-profit) sectors are the same each year. However, since 2007, the following three for-profit/career schools have changed from non-degree granting to degree-granting status: Alegent Health School of Radiologic Technology (fall 2007), Mary Lanning Memorial Hospital School of Radiologic Technology (fall 2010), and Omaha School of Massage and Healthcare of Herzing University (formerly known as Omaha School of Massage Therapy, fall 2009).

For the comparisons shown in Table A10.2 and Table A10.3, the sector rates for the *degree-granting*, for-profit/career schools for 2002–2003 and 2013–2014 are computed *including* Alegent, Mary Lanning, and Herzing, so that these sector rates reflect the graduation rates of the same

Continued on the next page.

Explanatory Note A10.1 Continued

series of schools. For these comparisons, the sector rates for the *non-degree-granting*, for-profit/ career schools for 2002–2003 and 2013–2014 are computed *excluding* Alegent, Mary Lanning, and Herzing, even though these schools were non-degree granting as of fall 2003.

Table A10.4.a through Table A10.4.l summarize the graduation rate data by sector and by institution for each year since 2002–2003. In each of these tables, the for-profit/career schools are listed as degree granting or non-degree granting based on how they were classified at the time the graduation rate data for the year was collected.

Institutional changes and additions:

- Dana College was closed in August 2010 and did not report to IPEDS thereafter.
- Doane College-Lincoln first conferred degrees in 2005–2006.
- Fullen School of Hair Design conferred degrees and awards for the first time in 2003–2004.
- Hamilton College became Kaplan University as of October 30, 2007.
- Myotherapy Institute conferred degrees and awards for the first time in 2003–2004.
- Universal College of Healing Arts first conferred degrees in 2005–2006.
- University of Phoenix-Omaha Campus first conferred degrees in 2006–2007.

Table A10.1
Overall Graduation Rate for Nebraska Postsecondary Institutions
2002–2003 through 2013–2014

Year	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate
2002–2003	16,298	7,892	48.4%
2003–2004	16,282	7,954	48.9%
2004–2005	17,624	8,802	49.9%
2005–2006	18,093	8,967	49.6%
2006–2007	16,949	8,328	49.1%
2007–2008	17,026	8,548	50.2%
2008–2009	17,999	8,861	49.2%
2009–2010	16,334	8,298	50.8%
2010–2011	16,606	8,324	50.1%
2011–2012	17,628	8,499	48.2%
2012–2013	17,427	8,455	48.5%
2013–2014	17,197	8,602	50.0%

Data source: National Center for Education Statistics, IPEDS fall 2003 through fall 2014 surveys.

Table A10.2
Graduation Rates for Nebraska Postsecondary Institutions by Sector
2013–2014 Compared to 2002–2003 Baseline

Sector	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
2002–2003				
University of Nebraska	5,500	2,872	52.2%	
Nebraska State College System	1,306	562	43.0%	
Nebraska Community Colleges	4,564	1,723	37.8%	
Total Public Institutions	11,370	5,157	45.4%	
Independent Colleges and Universities	3,283	1,870	57.0%	
Degree-Granting For-Profit/Career Schools	1,104	480	43.5%	
Non-Degree-Granting For-Profit/Career Schools	541	385	71.2%	
Total Reporting Institutions	16,298	7,892	**48.4%**	
2013–2014				Percentage Pt. Change in Grad Rate
University of Nebraska	7,023	4,176	59.5%	7.2
Nebraska State College System	1,266	540	42.7%	-0.4
Nebraska Community Colleges	4,674	1,348	28.8%	-8.9
Total Public Institutions	12,963	6,064	46.8%	1.4
Independent Colleges and Universities	3,015	1,913	63.4%	6.5
Degree-Granting For-Profit/Career Schools	738	273	37.0%	-6.5
Non-Degree-Granting For-Profit/Career Schools	481	352	73.2%	2.0
Total Reporting Institutions	17,197	8,602	**50.0%**	**1.6**

Data source: National Center for Education Statistics, IPEDS fall 2003 and fall 2014 surveys.

Table A10.3
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2013–2014 Compared to 2002–2003 Baseline

Institution	2002–2003 Grad Rate	2013–2014 Grad Rate
University of Nebraska	**52.2%**	**59.5%**
Nebraska College of Technical Agriculture	62.6%	43.5%
University of Nebraska at Kearney	46.7%	56.4%
University of Nebraska-Lincoln	59.5%	66.8%
University of Nebraska Medical Center	NA	NA
University of Nebraska at Omaha	36.4%	44.6%
Nebraska State College System	**43.0%**	**42.7%**
Chadron State College	46.9%	36.2%
Peru State College	31.4%	36.7%
Wayne State College	45.4%	48.5%
Nebraska Community Colleges	**37.8%**	**28.8%**
Central Community College	38.6%	32.9%
Metropolitan Community College	15.2%	13.6%
Mid-Plains Community College	32.9%	33.0%
Northeast Community College	48.7%	46.1%
Southeast Community College	44.2%	25.4%
Western Nebraska Community College	21.9%	27.4%
Nebraska Independent Colleges and Universities	**57.0%**	**63.4%**
Bellevue University	18.5%	29.4%
Bryan College of Health Sciences	0.0%	80.0%
Clarkson College	47.2%	59.1%
College of Saint Mary	35.9%	48.7%
Concordia University-Seward	58.1%	66.3%
Creighton University	71.1%	77.8%
Dana College	53.7%	NA
Doane College-Crete	60.4%	59.1%
Doane College-Lincoln	NA	NA
Grace University	41.2%	54.8%
Hastings College	64.2%	58.8%
Little Priest Tribal College	6.3%	14.8%
Midland University	46.1%	47.8%
Nebraska Christian College	34.5%	26.3%
Nebraska Indian Community College	35.3%	3.3%
Nebraska Methodist College of Nursing & Allied Health	45.5%	66.1%
Nebraska Wesleyan University	63.8%	69.5%
Summit Christian College	59.1%	55.6%
Union College	53.3%	49.4%
York College	44.4%	36.6%
Total Nebraska Public and Independent Colleges and Universities	**48.0%**	**49.9%**

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Table A10.3 Continued		
Institution	2002–2003 Grad Rate	2013–2014 Grad Rate
Degree-Granting For-Profit/Career Schools	**43.5%**	**37.0%**
Alegent Health School of Radiologic Technology	100.0%	NA
ITT Technical Institute-Omaha	43.1%	34.2%
Kaplan University-Lincoln Campus	24.9%	28.8%
Kaplan University-Omaha Campus	37.0%	34.0%
Mary Lanning Memorial Hospital School of Radiologic Technology	NA	NA
Myotherapy Institute	NA	86.4%
National American University-Bellevue	NA	NA
Omaha School of Massage and Healthcare of Herzing University	82.1%	54.5%
The Creative Center	61.2%	68.1%
Universal College of Healing Arts	NA	100.0%
University of Phoenix-Omaha Campus	NA	NA
Vatterott College	35.0%	NA
Vatterott College-Spring Valley	72.0%	29.1%
Non-Degree-Granting For-Profit/Career Schools	**71.2%**	**73.2%**
Capitol School of Hairstyling and Esthetics	87.0%	100.0%
College of Hair Design	61.8%	73.6%
College of Hair Design-East Campus	NA	NA
Fullen School of Hair Design	NA	78.1%
Joseph's College	57.1%	60.4%
La'James International College	89.4%	64.5%
Regional West Medical Center School of Radiologic Technology	NA	NA
Xenon International Academy-Omaha	84.1%	66.7%
State Total	**48.4%**	**50.0%**

Note. The for-profit/career schools are listed as degree granting or non-degree granting based on their classification as of fall 2013. See Explanatory Note A10.1 for information on institutional sector changes and definitions. See Table A10.4.a and Table A10.4.l for supporting data. Data source: National Center for Education Statistics, IPEDS fall 2003 and fall 2014 surveys.

Table A10.4.a
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2002–2003

Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
University of Nebraska	**5,500**	**2,872**	**52.2%**
Nebraska College of Technical Agriculture	115	72	62.6%
University of Nebraska at Kearney	1,005	469	46.7%
University of Nebraska-Lincoln	3,195	1,900	59.5%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,185	431	36.4%
Nebraska State College System	**1,306**	**562**	**43.0%**
Chadron State College	341	160	46.9%
Peru State College	258	81	31.4%
Wayne State College	707	321	45.4%
Nebraska Community Colleges	**4,564**	**1,723**	**37.8%**
Central Community College	490	189	38.6%
Metropolitan Community College	619	94	15.2%
Mid Plains Community College	498	164	32.9%
Northeast Community College	759	370	48.7%
Southeast Community College	1,901	841	44.2%
Western Nebraska Community College	297	65	21.9%
Nebraska Independent Colleges and Universities	**3,283**	**1,870**	**57.0%**
Bellevue University	108	20	18.5%
BryanLGH College of Health Sciences	1	0	0.0%
Clarkson College	89	42	47.2%
College of Saint Mary	128	46	35.9%
Concordia University	277	161	58.1%
Creighton University	798	567	71.1%
Dana College	147	79	53.7%
Doane College	260	157	60.4%
Doane College-Lincoln	0	0	NA
Grace University	97	40	41.2%
Hastings College	282	181	64.2%
Little Priest Tribal College	16	1	6.3%
Midland Lutheran College	254	117	46.1%
Nebraska Christian College	55	19	34.5%
Nebraska Indian Community College	17	6	35.3%
Nebraska Methodist College of Nursing & Allied Health	22	10	45.5%
Nebraska Wesleyan University	437	279	63.8%
Summit Christian College	22	13	59.1%
Union College	120	64	53.3%
York College	153	68	44.4%
Total Nebraska Public and Independent Colleges and Universities	**14,653**	**7,027**	**48.0%**

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Table A10.4.a Continued (2002–2003)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2002–2003 Graduation Rate
Degree-Granting For-Profit/Career Schools			
2002–2003 Baseline Graduation Rate for Comparison to 2009–2010 and Later Rates[a]	**1,104**	**480**	**43.5%**
Graduation rate for the schools classified as degree-granting in 2002–2003 and listed below	**1,000**	**393**	**39.3%**
Hamilton College-Lincoln Campus	325	81	24.9%
Hamilton College-Omaha Campus	235	87	37.0%
ITT Technical Institute-Omaha	58	25	43.1%
Myotherapy Institute	0	0	NA
The Creative Center	67	41	61.2%
Universal College of Healing Arts	0	0	NA
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College	183	64	35.0%
Vatterott College-Spring Valley Campus	132	95	72.0%
Non-Degree-Granting For-Profit/Career Schools			
2002–2003 Baseline Graduation Rate for Comparison to 2009–2010 and Later Rates[b]	**541**	**385**	**71.2%**
Graduation rate for the schools classified as non-degree-granting in 2002–2003 and listed below	**645**	**472**	**73.2%**
Alegent Health School of Radiologic Technology	9	9	100.0%
Capitol School of Hairstyling	69	60	87.0%
College of Hair Design	76	47	61.8%
Fullen School of Hair Design	0	0	NA
Josephs College of Beauty-Lincoln	217	124	57.1%
La'James International College	66	59	89.4%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Omaha School of Massage Therapy	95	78	82.1%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Xenon International School of Hair Design II Inc	113	95	84.1%
Total For-Profit/Career Schools	**1,645**	**865**	**52.6%**
State Total	**16,298**	**7,892**	**48.4%**

Note. See Explanatory Note A10.1 for information on institutional sector changes and definitions. Data source: National Center for Education Statistics, IPEDS fall 2003 survey.

[a] Includes Alegent, Omaha School of Massage Therapy, and Mary Lanning, which became degree-granting in 2007, 2009 and 2010, respectively.

[b] Excludes Alegent, Omaha School of Massage Therapy, and Mary Lanning, which became degree-granting in 2007, 2009 and 2010, respectively.

Table A10.4.b
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2003–2004

Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
University of Nebraska	**5,761**	**3,170**	**55.0%**
Nebraska College of Technical Agriculture	90	54	60.0%
University of Nebraska at Kearney	1,022	565	55.3%
University of Nebraska-Lincoln	3,353	2,064	61.6%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,296	487	37.6%
Nebraska State College System	**1,231**	**560**	**45.5%**
Chadron State College	318	149	46.9%
Peru State College	213	86	40.4%
Wayne State College	700	325	46.4%
Nebraska Community Colleges	**4,825**	**1,584**	**32.8%**
Central Community College	395	112	28.4%
Metropolitan Community College	691	88	12.7%
Mid Plains Community College	449	195	43.4%
Northeast Community College	742	396	53.4%
Southeast Community College	2,241	720	32.1%
Western Nebraska Community College	307	73	23.8%
Nebraska Independent Colleges and Universities	**3,268**	**1,949**	**59.6%**
Bellevue University	89	24	27.0%
BryanLGH College of Health Sciences	1	0	0.0%
Clarkson College	26	11	42.3%
College of Saint Mary	116	54	46.6%
Concordia University	293	179	61.1%
Creighton University	794	561	70.7%
Dana College	127	58	45.7%
Doane College	266	169	63.5%
Doane College-Lincoln	0	0	NA
Grace University	85	48	56.5%
Hastings College	309	194	62.8%
Little Priest Tribal College	9	0	0.0%
Midland Lutheran College	275	113	41.1%
Nebraska Christian College	54	21	38.9%
Nebraska Indian Community College	39	39	100.0%
Nebraska Methodist College of Nursing & Allied Health	23	13	56.5%
Nebraska Wesleyan University	429	270	62.9%
Summit Christian College	15	14	93.3%
Union College	183	103	56.3%
York College	135	78	57.8%
Total Nebraska Public and Independent Colleges and Universities	**15,085**	**7,263**	**48.1%**

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Table A10.4.b Continued (2003–2004)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2003–2004 Graduation Rate
Degree-Granting For-Profit/Career Schools	**561**	**267**	**47.6%**
Hamilton College-Lincoln Campus	114	32	28.1%
Hamilton College-Omaha Campus	51	20	39.2%
ITT Technical Institute-Omaha	42	15	35.7%
Myotherapy Institute	36	36	100.0%
The Creative Center	75	62	82.7%
Universal College of Healing Arts	0	0	NA
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College	51	40	78.4%
Vatterott College-Spring Valley Campus	192	62	32.3%
Non-Degree-Granting For-Profit/Career Schools	**636**	**424**	**66.7%**
Alegent Health School of Radiologic Technology	6	6	100.0%
Capitol School of Hairstyling	75	33	44.0%
College of Hair Design	103	72	69.9%
Fullen School of Hair Design	12	12	100.0%
Josephs College of Beauty-Lincoln	226	131	58.0%
La'James International College	84	73	86.9%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Omaha School of Massage Therapy	0	0	NA
Regional West Medical Center School of Radiologic Technology	5	5	100.0%
Xenon International School of Hair Design II Inc	125	92	73.6%
Total For-Profit/Career Schools	**1,197**	**691**	**57.7%**
State Total	**16,282**	**7,954**	**48.9%**

Note. See Explanatory Note A10.1 for information on institutional sector changes and definitions. Data source: National Center for Education Statistics, IPEDS fall 2004 survey.

Table A10.4.c
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2004–2005

Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
University of Nebraska	**6,221**	**3,486**	**56.0%**
Nebraska College of Technical Agriculture	117	68	58.1%
University of Nebraska at Kearney	1,035	571	55.2%
University of Nebraska-Lincoln	3,592	2,279	63.4%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,477	568	38.5%
Nebraska State College System	**1,241**	**548**	**44.2%**
Chadron State College	392	184	46.9%
Peru State College	191	85	44.5%
Wayne State College	658	279	42.4%
Nebraska Community Colleges	**5,165**	**1,749**	**33.9%**
Central Community College	337	92	27.3%
Metropolitan Community College	791	75	9.5%
Mid Plains Community College	464	165	35.6%
Northeast Community College	714	382	53.5%
Southeast Community College	2,499	944	37.8%
Western Nebraska Community College	360	91	25.3%
Nebraska Independent Colleges and Universities	**3,260**	**1,937**	**59.4%**
Bellevue University	95	27	28.4%
BryanLGH College of Health Sciences	0	0	NA
Clarkson College	87	63	72.4%
College of Saint Mary	105	49	46.7%
Concordia University	324	147	45.4%
Creighton University	822	614	74.7%
Dana College	142	72	50.7%
Doane College	278	191	68.7%
Doane College-Lincoln	0	0	NA
Grace University	99	46	46.5%
Hastings College	286	178	62.2%
Little Priest Tribal College	12	0	0.0%
Midland Lutheran College	269	107	39.8%
Nebraska Christian College	37	24	64.9%
Nebraska Indian Community College	11	0	0.0%
Nebraska Methodist College of Nursing & Allied Health	22	16	72.7%
Nebraska Wesleyan University	358	248	69.3%
Summit Christian College	11	5	45.5%
Union College	166	92	55.4%
York College	136	58	42.6%
Total Nebraska Public and Independent Colleges and Universities	**15,887**	**7,720**	**48.6%**

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Table A10.4.c Continued (2004–2005)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2004–2005 Graduation Rate
Degree-Granting For-Profit/Career Schools	**808**	**407**	**50.4%**
Hamilton College-Lincoln Campus	179	75	41.9%
Hamilton College-Omaha Campus	215	77	35.8%
ITT Technical Institute-Omaha	77	34	44.2%
Myotherapy Institute	35	35	100.0%
The Creative Center	57	51	89.5%
Universal College of Healing Arts	83	29	34.9%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College	64	51	79.7%
Vatterott College-Spring Valley Campus	98	55	56.1%
Non-Degree-Granting For-Profit/Career Schools	**929**	**675**	**72.7%**
Alegent Health School of Radiologic Technology	13	13	100.0%
Capitol School of Hairstyling	74	20	27.0%
College of Hair Design	69	55	79.7%
Fullen School of Hair Design	40	21	52.5%
Josephs College of Beauty-Lincoln	284	169	59.5%
La'James International College	97	86	88.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Omaha School of Massage Therapy	99	88	88.9%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Xenon International School of Hair Design II Inc	253	223	88.1%
Total For-Profit/Career Schools	**1,737**	**1,082**	**62.3%**
State Total	**17,624**	**8,802**	**49.9%**

Note. See Explanatory Note A10.1 for information on institutional sector changes and definitions. Data source: National Center for Education Statistics, IPEDS fall 2005 survey.

Table A10.4.d
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2005–2006

Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
University of Nebraska	**6,174**	**3,392**	**54.9%**
Nebraska College of Technical Agriculture	63	32	50.8%
University of Nebraska at Kearney	996	516	51.8%
University of Nebraska-Lincoln	3,598	2,236	62.1%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,517	608	40.1%
Nebraska State College System	**1,251**	**590**	**47.2%**
Chadron State College	427	193	45.2%
Peru State College	201	73	36.3%
Wayne State College	623	324	52.0%
Nebraska Community Colleges	**5,458**	**1,717**	**31.5%**
Central Community College	371	118	31.8%
Metropolitan Community College	825	89	10.8%
Mid Plains Community College	419	173	41.3%
Northeast Community College	742	372	50.1%
Southeast Community College	2,763	888	32.1%
Western Nebraska Community College	338	77	22.8%
Nebraska Independent Colleges and Universities	**3,409**	**2,130**	**62.5%**
Bellevue University	60	16	26.7%
BryanLGH College of Health Sciences	0	0	NA
Clarkson College	70	50	71.4%
College of Saint Mary	76	35	46.1%
Concordia University	329	208	63.2%
Creighton University	881	650	73.8%
Dana College	182	90	49.5%
Doane College	300	211	70.3%
Doane College-Lincoln	26	16	61.5%
Grace University	119	57	47.9%
Hastings College	269	168	62.5%
Little Priest Tribal College	17	3	17.6%
Midland Lutheran College	270	165	61.1%
Nebraska Christian College	62	21	33.9%
Nebraska Indian Community College	44	5	11.4%
Nebraska Methodist College of Nursing & Allied Health	12	7	58.3%
Nebraska Wesleyan University	423	296	70.0%
Summit Christian College	16	3	18.8%
Union College	137	72	52.6%
York College	116	57	49.1%
Total Nebraska Public and Independent Colleges and Universities	**16,292**	**7,829**	**48.1%**

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Table A10.4.d Continued (2005–2006)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2005–2006 Graduation Rate
Degree-Granting For-Profit/Career Schools	**1,013**	**561**	**55.4%**
Hamilton College-Lincoln Campus	254	108	42.5%
Hamilton College-Omaha Campus	224	76	33.9%
ITT Technical Institute-Omaha	59	26	44.1%
Myotherapy Institute	43	43	100.0%
The Creative Center	67	61	91.0%
Universal College of Healing Arts	48	0	0.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College	183	146	79.8%
Vatterott College-Spring Valley Campus	135	101	74.8%
Non-Degree-Granting For-Profit/Career Schools	**788**	**577**	**73.2%**
Alegent Health School of Radiologic Technology	0	0	NA
Capitol School of Hairstyling	40	40	100.0%
College of Hair Design	83	68	81.9%
Fullen School of Hair Design	41	28	68.3%
Josephs College of Beauty-Lincoln	299	181	60.5%
La'James International College	47	45	95.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Omaha School of Massage Therapy	142	124	87.3%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Xenon International School of Hair Design II Inc	136	91	66.9%
Total For-Profit/Career Schools	**1,801**	**1,138**	**63.2%**
State Total	**18,093**	**8,967**	**49.6%**

Note. See Explanatory Note A10.1 for information on institutional sector changes and definitions. Data source: National Center for Education Statistics, IPEDS fall 2006 survey.

Table A10.4.e
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2006–2007

Institution	No. of Students in Cohort	No. Who Completed Degrees	2006–2007 Graduation Rate
University of Nebraska	**6,210**	**3,508**	**56.5%**
Nebraska College of Technical Agriculture	104	47	45.2%
University of Nebraska at Kearney	1,038	599	57.7%
University of Nebraska-Lincoln	3,480	2,206	63.4%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,588	656	41.3%
Nebraska State College System	**1,157**	**487**	**42.1%**
Chadron State College	388	174	44.8%
Peru State College	186	43	23.1%
Wayne State College	583	270	46.3%
Nebraska Community Colleges	**4,920**	**1,520**	**30.9%**
Central Community College	391	127	32.5%
Metropolitan Community College	742	99	13.3%
Mid Plains Community College	328	115	35.1%
Northeast Community College	774	395	51.0%
Southeast Community College	2,350	704	30.0%
Western Nebraska Community College	335	80	23.9%
Nebraska Independent Colleges and Universities	**3,200**	**1,916**	**59.9%**
Bellevue University	137	26	19.0%
BryanLGH College of Health Sciences	0	0	NA
Clarkson College	108	75	69.4%
College of Saint Mary	80	37	46.3%
Concordia University	265	153	57.7%
Creighton University	760	570	75.0%
Dana College	156	78	50.0%
Doane College	218	146	67.0%
Doane College-Lincoln	0	0	NA
Grace University	95	39	41.1%
Hastings College	252	157	62.3%
Little Priest Tribal College	26	2	7.7%
Midland Lutheran College	269	145	53.9%
Nebraska Christian College	73	34	46.6%
Nebraska Indian Community College	23	2	8.7%
Nebraska Methodist College of Nursing & Allied Health	18	14	77.8%
Nebraska Wesleyan University	392	273	69.6%
Summit Christian College	18	6	33.3%
Union College	202	107	53.0%
York College	108	52	48.1%
Total Nebraska Public and Independent Colleges and Universities	**15,487**	**7,431**	**48.0%**

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Table A10.4.e Continued (2006–2007)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2006–2007 Graduation Rate
Degree-Granting For-Profit/Career Schools	**785**	**427**	**54.4%**
Alegent Health School of Radiologic Technology	0	0	NA
ITT Technical Institute-Omaha	146	72	49.3%
Hamilton College-Lincoln Campus	222	96	43.2%
Hamilton College-Omaha Campus	165	86	52.1%
Myotherapy Institute	41	41	100.0%
The Creative Center	74	56	75.7%
Universal College of Healing Arts	40	32	80.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College	0	0	NA
Vatterott College-Spring Valley Campus	97	44	45.4%
Non-Degree-Granting For-Profit/Career Schools	**677**	**470**	**69.4%**
Capitol School of Hairstyling	85	74	87.1%
College of Hair Design	86	50	58.1%
Fullen School of Hair Design	13	13	100.0%
Josephs College of Beauty-Lincoln	268	146	54.5%
La'James International College	93	76	81.7%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Omaha School of Massage Therapy	66	58	87.9%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Xenon International School of Hair Design II Inc	66	53	80.3%
Total For-Profit/Career Schools	**1,462**	**897**	**61.4%**
State Total	**16,949**	**8,328**	**49.1%**

Note. See Explanatory Note A10.1 for information on institutional sector changes and definitions. Data source: National Center for Education Statistics, IPEDS fall 2007 survey.

Table A10.4.f
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2007–2008

Institution	No. of Students in Cohort	No. Who Completed Degrees	2007–2008 Graduation Rate
University of Nebraska	**6,374**	**3,659**	**57.4%**
Nebraska College of Technical Agriculture	136	73	53.7%
University of Nebraska at Kearney	1,022	600	58.7%
University of Nebraska-Lincoln	3,615	2,304	63.7%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,601	682	42.6%
Nebraska State College System	**1,179**	**542**	**46.0%**
Chadron State College	406	200	49.3%
Peru State College	171	56	32.7%
Wayne State College	602	286	47.5%
Nebraska Community Colleges	**4,446**	**1,450**	**32.6%**
Central Community College	690	223	32.3%
Metropolitan Community College	854	117	13.7%
Mid Plains Community College	237	117	49.4%
Northeast Community College	808	397	49.1%
Southeast Community College	1,551	525	33.8%
Western Nebraska Community College	306	71	23.2%
Nebraska Independent Colleges and Universities	**3,269**	**1,940**	**59.3%**
Bellevue University	143	9	6.3%
BryanLGH College of Health Sciences	0	0	NA
Clarkson College	103	43	41.7%
College of Saint Mary	97	60	61.9%
Concordia University	319	199	62.4%
Creighton University	802	612	76.3%
Dana College	140	59	42.1%
Doane College	273	182	66.7%
Doane College-Lincoln	2	2	100.0%
Grace University	92	40	43.5%
Hastings College	276	177	64.1%
Little Priest Tribal College	6	0	0.0%
Midland Lutheran College	264	144	54.5%
Nebraska Christian College	59	21	35.6%
Nebraska Indian Community College	30	1	3.3%
Nebraska Methodist College of Nursing & Allied Health	32	23	71.9%
Nebraska Wesleyan University	336	221	65.8%
Summit Christian College	11	3	27.3%
Union College	167	90	53.9%
York College	117	54	46.2%
Total Nebraska Public and Independent Colleges and Universities	**15,268**	**7,591**	**49.7%**

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Table A10.4.f Continued (2007–2008)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2007–2008 Graduation Rate
Degree-Granting For-Profit/Career Schools	**961**	**375**	**39.0%**
Alegent Health School of Radiologic Technology	0	0	NA
ITT Technical Institute-Omaha	54	27	50.0%
Kaplan University-Lincoln Campus	197	66	33.5%
Kaplan University-Omaha Campus	381	73	19.2%
Myotherapy Institute	41	35	85.4%
The Creative Center	57	45	78.9%
Universal College of Healing Arts	30	27	90.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College	0	0	NA
Vatterott College-Spring Valley Campus	201	102	50.7%
Non-Degree-Granting For-Profit/Career Schools	**797**	**582**	**73.0%**
Capitol School of Hairstyling	113	88	77.9%
College of Hair Design	79	53	67.1%
Fullen School of Hair Design	28	28	100.0%
Josephs College of Beauty-Lincoln	253	145	57.3%
La'James International College	89	69	77.5%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Omaha School of Massage Therapy	104	94	90.4%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Xenon International School of Hair Design II Inc	131	105	80.2%
Total For-Profit/Career Schools	**1,758**	**957**	**54.4%**
State Total	**17,026**	**8,548**	**50.2%**

Note. See Explanatory Note A10.1 for information on institutional sector changes and definitions. Data source: National Center for Education Statistics, IPEDS fall 2008 survey.

Table A10.4.g
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2008–2009

Institution	No. of Students in Cohort	No. Who Completed Degrees	2008–2009 Graduation Rate
University of Nebraska	**6,233**	**3,607**	**57.9%**
Nebraska College of Technical Agriculture	117	55	47.0%
University of Nebraska at Kearney	1,012	599	59.2%
University of Nebraska-Lincoln	3,639	2,298	63.1%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,465	655	44.7%
Nebraska State College System	**1,181**	**523**	**44.3%**
Chadron State College	395	151	38.2%
Peru State College	188	72	38.3%
Wayne State College	598	300	50.2%
Nebraska Community Colleges	**4,594**	**1,290**	**28.1%**
Central Community College	743	218	29.3%
Metropolitan Community College	908	113	12.4%
Mid Plains Community College	243	105	43.2%
Northeast Community College	742	339	45.7%
Southeast Community College	1,596	431	27.0%
Western Nebraska Community College	362	84	23.2%
Nebraska Independent Colleges and Universities	**3,488**	**2,146**	**61.5%**
Bellevue University	223	90	40.4%
BryanLGH College of Health Sciences	56	44	78.6%
Clarkson College	21	13	61.9%
College of Saint Mary	78	35	44.9%
Concordia University	222	135	60.8%
Creighton University	933	697	74.7%
Dana College	164	81	49.4%
Doane College	288	184	63.9%
Doane College-Lincoln	0	0	NA
Grace University	103	56	54.4%
Hastings College	338	209	61.8%
Little Priest Tribal College	16	2	12.5%
Midland Lutheran College	235	113	48.1%
Nebraska Christian College	43	21	48.8%
Nebraska Indian Community College	13	0	0.0%
Nebraska Methodist College of Nursing & Allied Health	42	35	83.3%
Nebraska Wesleyan University	417	276	66.2%
Summit Christian College	22	17	77.3%
Union College	162	88	54.3%
York College	112	50	44.6%
Total Nebraska Public and Independent Colleges and Universities	**15,496**	**7,566**	**48.8%**

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Table A10.4.g Continued (2008–2009)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2008–2009 Graduation Rate
Degree-Granting For-Profit/Career Schools	**1,662**	**735**	**44.2%**
Alegent Health School of Radiologic Technology	0	0	NA
ITT Technical Institute-Omaha	97	39	40.2%
Kaplan University-Lincoln Campus	595	202	33.9%
Kaplan University-Omaha Campus	701	302	43.1%
Myotherapy Institute	32	32	100.0%
Omaha School of Massage and Healthcare of Herzing University	42	39	92.9%
The Creative Center	56	31	55.4%
Universal College of Healing Arts	48	42	87.5%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College	0	0	NA
Vatterott College-Spring Valley Campus	91	48	52.7%
Non-Degree-Granting For-Profit/Career Schools	**841**	**560**	**66.6%**
Capitol School of Hairstyling	60	60	100.0%
College of Hair Design	78	66	84.6%
Fullen School of Hair Design	42	35	83.3%
Josephs College of Beauty-Lincoln	464	252	54.3%
La'James International College	73	50	68.5%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Regional West Medical Center School of Radiologic Technology	0	0	NA
Xenon International School of Hair Design II Inc	124	97	78.2%
Total For-Profit/Career Schools	**2,503**	**1,295**	**51.7%**
State Total	**17,999**	**8,861**	**49.2%**

Note. See Explanatory Note A10.1 for information on institutional sector changes and definitions. Data source: National Center for Education Statistics, IPEDS fall 2009 survey.

Table A10.4.h
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2009–2010

Institution	No. of Students in Cohort	No. Who Completed Degrees	2009–2010 Graduation Rate
University of Nebraska	**5,969**	**3,444**	**57.7%**
Nebraska College of Technical Agriculture	95	48	50.5%
University of Nebraska at Kearney	1,061	611	57.6%
University of Nebraska-Lincoln	3,236	2,078	64.2%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,577	707	44.8%
Nebraska State College System	**1,141**	**512**	**44.9%**
Chadron State College	372	170	45.7%
Peru State College	217	80	36.9%
Wayne State College	552	262	47.5%
Nebraska Community Colleges	**4,018**	**1,223**	**30.4%**
Central Community College	706	233	33.0%
Metropolitan Community College	976	110	11.3%
Mid-Plains Community College	245	79	32.2%
Northeast Community College	779	383	49.2%
Southeast Community College	931	351	37.7%
Western Nebraska Community College	381	67	17.6%
Nebraska Independent Colleges and Universities	**3,193**	**1,983**	**62.1%**
Bellevue University	121	31	25.6%
BryanLGH College of Health Sciences	0	0	NA
Clarkson College	19	9	47.4%
College of Saint Mary	101	47	46.5%
Concordia University	278	166	59.7%
Creighton University	968	743	76.8%
Dana College	0	0	NA
Doane College	303	168	55.4%
Doane College-Lincoln	0	0	NA
Grace University	57	25	43.9%
Hastings College	289	187	64.7%
Little Priest Tribal College	21	1	4.8%
Midland Lutheran College	252	132	52.4%
Nebraska Christian College	41	29	70.7%
Nebraska Indian Community College	18	4	22.2%
Nebraska Methodist College of Nursing & Allied Health	34	28	82.4%
Nebraska Wesleyan University	428	278	65.0%
Summit Christian College	9	5	55.6%
Union College	148	84	56.8%
York College	106	46	43.4%
Total Nebraska Public and Independent Colleges and Universities	**14,321**	**7,162**	**50.0%**

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Table A10.4.h Continued (2009–2010)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2009–2010 Graduation Rate
Degree-Granting For-Profit/Career Schools	**1,681**	**853**	**50.7%**
Alegent Health School of Radiologic Technology	0	0	NA
ITT Technical Institute-Omaha	97	36	37.1%
Kaplan University-Lincoln Campus	426	123	28.9%
Kaplan University-Omaha Campus	561	252	44.9%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	27	27	100.0%
Omaha School of Massage and Healthcare of Herzing University	42	32	76.2%
The Creative Center	51	33	64.7%
Universal College of Healing Arts	26	22	84.6%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College	0	0	NA
Vatterott College-Spring Valley Campus	451	328	72.7%
Non-Degree-Granting For-Profit/Career Schools	**332**	**283**	**85.2%**
Capitol School of Hairstyling	98	85	86.7%
College of Hair Design	77	61	79.2%
Fullen School of Hair Design	12	9	75.0%
Josephs College of Beauty-Lincoln[a]	-	-	-
La'James International College	43	27	62.8%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Xenon International School of Hair Design II Inc	102	101	99.0%
Total For-Profit/Career Schools	**2,013**	**1,136**	**56.4%**
State Total	**16,334**	**8,298**	**50.8%**

Note. See Explanatory Note A10.1 for information on institutional sector changes and definitions. Data source: National Center for Education Statistics, IPEDS fall 2010 survey.

[a]Josephs College of Beauty-Lincoln originally reported 104 students in the cohort, 103 of whom completed degrees (99.0% graduation rate). These numbers were reported in versions of this report prior to 2014 and are incorrect. Due to problems with the college's data system, which has been replaced, the correct rate is not known, but it probably is in the range of 55% to 60%. Since the correct numbers are unknown, Josephs' students are not included in these figures. These changes also affected the sector and state totals as shown in this version of the table.

Table A10.4.i
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2010–2011

Institution	No. of Students in Cohort	No. Who Completed Degrees	2010–2011 Graduation Rate
University of Nebraska	**6,327**	**3,751**	**59.3%**
Nebraska College of Technical Agriculture	91	57	62.6%
University of Nebraska at Kearney	1,013	614	60.6%
University of Nebraska-Lincoln	3,533	2,356	66.7%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,690	724	42.8%
Nebraska State College System	**1,133**	**506**	**44.7%**
Chadron State College	333	152	45.6%
Peru State College	213	55	25.8%
Wayne State College	587	299	50.9%
Nebraska Community Colleges	**4,269**	**1,239**	**29.0%**
Central Community College	755	252	33.4%
Metropolitan Community College	876	115	13.1%
Mid-Plains Community College	254	90	35.4%
Northeast Community College	725	331	45.7%
Southeast Community College	1,298	352	27.1%
Western Nebraska Community College	361	99	27.4%
Nebraska Independent Colleges and Universities	**3,092**	**1,884**	**60.9%**
Bellevue University	54	20	37.0%
BryanLGH College of Health Sciences	0	0	NA
Clarkson College	17	10	58.8%
College of Saint Mary	79	32	40.5%
Concordia University-Seward	289	152	52.6%
Creighton University	970	750	77.3%
Dana College	0	0	NA
Doane College-Crete	256	162	63.3%
Doane College-Lincoln	0	0	NA
Grace University	56	18	32.1%
Hastings College	312	175	56.1%
Little Priest Tribal College	21	0	0.0%
Midland University	249	110	44.2%
Nebraska Christian College	41	22	53.7%
Nebraska Indian Community College	17	2	11.8%
Nebraska Methodist College of Nursing & Allied Health	37	29	78.4%
Nebraska Wesleyan University	406	258	63.5%
Summit Christian College	10	7	70.0%
Union College	161	87	54.0%
York College	117	50	42.7%
Total Nebraska Public and Independent Colleges and Universities	**14,821**	**7,380**	**49.8%**

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Table A10.4.i Continued (2010–2011)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2010–2011 Graduation Rate
Degree-Granting For-Profit/Career Schools	**1,175**	**534**	**45.4%**
Alegent Health School of Radiologic Technology	0	0	NA
ITT Technical Institute-Omaha	93	15	16.1%
Kaplan University-Lincoln Campus	246	90	36.6%
Kaplan University-Omaha Campus	309	158	51.1%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	27	22	81.5%
Omaha School of Massage and Healthcare of Herzing University	38	26	68.4%
The Creative Center	29	26	89.7%
Universal College of Healing Arts	22	19	86.4%
University of Phoenix-Omaha Campus	10	1	10.0%
Vatterott College	0	0	NA
Vatterott College-Spring Valley	401	177	44.1%
Non-Degree-Granting For-Profit/Career Schools	**610**	**410**	**67.2%**
Capitol School of Hairstyling and Esthetics	59	59	100.0%
College of Hair Design	50	38	76.0%
Fullen School of Hair Design	37	29	78.4%
Josephs College of Beauty-Lincoln	273	152	55.7%
La'James International College	41	25	61.0%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Xenon International Academy-Omaha	150	107	71.3%
Total For-Profit/Career Schools	**1,785**	**944**	**52.9%**
State Total	**16,606**	**8,324**	**50.1%**

Note. See Explanatory Note A10.1 for information on institutional sector changes and definitions. Data source: National Center for Education Statistics, IPEDS fall 2011 survey.

Table A10.4.j
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2011–2012

Institution	No. of Students in Cohort	No. Who Completed Degrees	2011–2012 Graduation Rate
University of Nebraska	**6,518**	**3,808**	**58.4%**
Nebraska College of Technical Agriculture	116	56	48.3%
University of Nebraska at Kearney	937	524	55.9%
University of Nebraska-Lincoln	3,828	2,474	64.6%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,637	754	46.1%
Nebraska State College System	**1,164**	**542**	**46.6%**
Chadron State College	354	148	41.8%
Peru State College	204	71	34.8%
Wayne State College	606	323	53.3%
Nebraska Community Colleges	**5,153**	**1,403**	**27.2%**
Central Community College	888	283	31.9%
Metropolitan Community College	1,021	124	12.1%
Mid-Plains Community College	356	129	36.2%
Northeast Community College	872	412	47.2%
Southeast Community College	1,640	369	22.5%
Western Nebraska Community College	376	86	22.9%
Nebraska Independent Colleges and Universities	**3,131**	**1,869**	**59.7%**
Bellevue University	103	32	31.1%
Bryan College of Health Sciences	0	0	NA
Clarkson College	22	11	50.0%
College of Saint Mary	92	33	35.9%
Concordia University-Seward	302	189	62.6%
Creighton University	965	719	74.5%
Dana College	0	0	NA
Doane College-Crete	247	158	64.0%
Doane College-Lincoln	0	0	NA
Grace University	63	27	42.9%
Hastings College	262	145	55.3%
Little Priest Tribal College	15	0	0.0%
Midland University	270	126	46.7%
Nebraska Christian College	51	20	39.2%
Nebraska Indian Community College	28	5	17.9%
Nebraska Methodist College of Nursing & Allied Health	22	14	63.6%
Nebraska Wesleyan University	413	270	65.4%
Summit Christian College	4	1	25.0%
Union College	185	92	49.7%
York College	87	27	31.0%
Total Nebraska Public and Independent Colleges and Universities	**15,966**	**7,622**	**47.7%**

Continued on the next page.

Table A10.4.j Continued (2011–2012)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2011–2012 Graduation Rate
Degree-Granting For-Profit/Career Schools	**1,062**	**465**	**43.8%**
Alegent Health School of Radiologic Technology	0	0	NA
ITT Technical Institute-Omaha	68	23	33.8%
Kaplan University-Lincoln Campus	220	77	35.0%
Kaplan University-Omaha Campus	245	101	41.2%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	23	20	87.0%
Omaha School of Massage and Healthcare of Herzing University	37	20	54.1%
The Creative Center	31	24	77.4%
Universal College of Healing Arts	13	13	100.0%
University of Phoenix-Omaha Campus	24	1	4.2%
Vatterott College	0	0	NA
Vatterott College-Spring Valley	401	186	46.4%
Non-Degree-Granting For-Profit/Career Schools	**600**	**412**	**68.7%**
Capitol School of Hairstyling and Esthetics	88	71	80.7%
College of Hair Design	156	113	72.4%
Fullen School of Hair Design	33	26	78.8%
Joseph's College	150	87	58.0%
La'James International College	45	30	66.7%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Xenon International Academy-Omaha	128	85	66.4%
Total For-Profit/Career Schools	**1,662**	**877**	**52.8%**
State Total	**17,628**	**8,499**	**48.2%**

Note. See Explanatory Note A10.1 for information on institutional sector changes and definitions. Data source: National Center for Education Statistics, IPEDS fall 2012 survey.

Table A10.4.k
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2012–2013

Institution	No. of Students in Cohort	No. Who Completed Degrees	2012–2013 Graduation Rate
University of Nebraska	**6,853**	**4,040**	**59.0%**
Nebraska College of Technical Agriculture	128	67	52.3%
University of Nebraska at Kearney	915	487	53.2%
University of Nebraska-Lincoln	4,214	2,814	66.8%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,596	672	42.1%
Nebraska State College System	**1,260**	**513**	**40.7%**
Chadron State College	409	136	33.3%
Peru State College	197	79	40.1%
Wayne State College	654	298	45.6%
Nebraska Community Colleges	**4,833**	**1,274**	**26.4%**
Central Community College	852	212	24.9%
Metropolitan Community College	1,148	143	12.5%
Mid-Plains Community College	401	137	34.2%
Northeast Community College	862	372	43.2%
Southeast Community College	1,168	317	27.1%
Western Nebraska Community College	402	93	23.1%
Nebraska Independent Colleges and Universities	**3,152**	**1,914**	**60.7%**
Bellevue University	104	41	39.4%
Bryan College of Health Sciences	9	5	55.6%
Clarkson College	31	15	48.4%
College of Saint Mary	93	39	41.9%
Concordia University-Seward	264	168	63.6%
Creighton University	947	719	75.9%
Dana College	0	0	NA
Doane College-Crete	259	157	60.6%
Doane College-Lincoln	2	0	0.0%
Grace University	82	43	52.4%
Hastings College	302	174	57.6%
Little Priest Tribal College	24	1	4.2%
Midland University	215	106	49.3%
Nebraska Christian College	45	11	24.4%
Nebraska Indian Community College	23	3	13.0%
Nebraska Methodist College of Nursing & Allied Health	50	34	68.0%
Nebraska Wesleyan University	438	300	68.5%
Summit Christian College	11	2	18.2%
Union College	164	61	37.2%
York College	89	35	39.3%
Total Nebraska Public and Independent Colleges and Universities	**16,098**	**7,741**	**48.1%**

Continued on the next page.

Table A10.4.k Continued (2012–2013)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2012–2013 Graduation Rate
Degree-Granting For-Profit/Career Schools	**856**	**381**	**44.5%**
Alegent Health School of Radiologic Technology	0	0	NA
ITT Technical Institute-Omaha	61	26	42.6%
Kaplan University-Lincoln Campus	166	66	39.8%
Kaplan University-Omaha Campus	255	94	36.9%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	38	33	86.8%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	22	14	63.6%
The Creative Center	41	33	80.5%
Universal College of Healing Arts	23	22	95.7%
University of Phoenix-Omaha Campus	6	0	0.0%
Vatterott College	0	0	NA
Vatterott College-Spring Valley	244	93	38.1%
Non-Degree-Granting For-Profit/Career Schools	**473**	**333**	**70.4%**
Capitol School of Hairstyling and Esthetics	74	70	94.6%
College of Hair Design	171	113	66.1%
Fullen School of Hair Design	21	17	81.0%
Joseph's College	105	71	67.6%
La'James International College	39	20	51.3%
Regional West Medical Center School of Radiologic Technology	0	0	NA
Xenon International Academy-Omaha	63	42	66.7%
Total For-Profit/Career Schools	**1,329**	**714**	**53.7%**
State Total	**17,427**	**8,455**	**48.5%**

Note. See Explanatory Note A10.1 for information on institutional sector changes and definitions. Data source: National Center for Education Statistics, IPEDS fall 2013 survey.

Table A10.4.I
Graduation Rates for Nebraska Postsecondary Institutions by Sector and Institution: 2013–2014

Institution	No. of Students in Cohort	No. Who Completed Degrees	2013–2014 Graduation Rate
University of Nebraska	**7,023**	**4,176**	**59.5%**
Nebraska College of Technical Agriculture	85	37	43.5%
University of Nebraska at Kearney	1,019	575	56.4%
University of Nebraska-Lincoln	4,164	2,781	66.8%
University of Nebraska Medical Center	0	0	NA
University of Nebraska at Omaha	1,755	783	44.6%
Nebraska State College System	**1,266**	**540**	**42.7%**
Chadron State College	403	146	36.2%
Peru State College	210	77	36.7%
Wayne State College	653	317	48.5%
Nebraska Community Colleges	**4,674**	**1,348**	**28.8%**
Central Community College	811	267	32.9%
Metropolitan Community College	887	121	13.6%
Mid-Plains Community College	439	145	33.0%
Northeast Community College	790	364	46.1%
Southeast Community College	1,368	347	25.4%
Western Nebraska Community College	379	104	27.4%
Nebraska Independent Colleges and Universities	**3,015**	**1,913**	**63.4%**
Bellevue University	34	10	29.4%
Bryan College of Health Sciences	25	20	80.0%
Clarkson College	22	13	59.1%
College of Saint Mary	76	37	48.7%
Concordia University-Seward	273	181	66.3%
Creighton University	984	766	77.8%
Dana College	0	0	NA
Doane College-Crete	247	146	59.1%
Doane College-Lincoln	0	0	NA
Grace University	62	34	54.8%
Hastings College	320	188	58.8%
Little Priest Tribal College	27	4	14.8%
Midland University	157	75	47.8%
Nebraska Christian College	38	10	26.3%
Nebraska Indian Community College	30	1	3.3%
Nebraska Methodist College of Nursing & Allied Health	56	37	66.1%
Nebraska Wesleyan University	383	266	69.5%
Summit Christian College	9	5	55.6%
Union College	160	79	49.4%
York College	112	41	36.6%
Total Nebraska Public and Independent Colleges and Universities	**15,978**	**7,977**	**49.9%**

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Table A10.4.l Continued (2013–2014)			
Institution	No. of Students in Cohort	No. Who Completed Degrees	2013–2014 Graduation Rate
Degree-Granting For-Profit/Career Schools	**738**	**273**	**37.0%**
Alegent Health School of Radiologic Technology	0	0	NA
ITT Technical Institute-Omaha	76	26	34.2%
Kaplan University-Lincoln Campus	170	49	28.8%
Kaplan University-Omaha Campus	259	88	34.0%
Mary Lanning Memorial Hospital School of Radiologic Technology	0	0	NA
Myotherapy Institute	22	19	86.4%
National American University-Bellevue	0	0	NA
Omaha School of Massage and Healthcare of Herzing University	22	12	54.5%
The Creative Center	47	32	68.1%
Universal College of Healing Arts	8	8	100.0%
University of Phoenix-Omaha Campus	0	0	NA
Vatterott College	0	0	NA
Vatterott College-Spring Valley	134	39	29.1%
Non-Degree-Granting For-Profit/Career Schools	**481**	**352**	**73.2%**
Capitol School of Hairstyling and Esthetics	79	79	100.0%
College of Hair Design	129	95	73.6%
Fullen School of Hair Design	0	0	NA
Joseph's College	32	25	78.1%
La'James International College	111	67	60.4%
Regional West Medical Center School of Radiologic Technology	31	20	64.5%
Xenon International Academy-Omaha	0	0	NA
Total For-Profit/Career Schools	**1,219**	**625**	**51.3%**
State Total	**17,197**	**8,602**	**50.0%**

Note. See Explanatory Note A10.1 for information on institutional sector changes and definitions. Data source: National Center for Education Statistics, IPEDS fall 2014 survey.

Table A10.5
Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity
2013–2014 Compared to 2002–2003 Baseline

Race/Ethnicity	No. of Students in Cohort	No. Who Completed Degree Programs	Graduation Rate	
2002–2003				
White (non-Hispanic)	14,369	7,206	50.1%	
Asian/Pacific Islander	290	153	52.8%	
Hispanic	360	120	33.3%	
Native American	135	31	23.0%	
Black (non-Hispanic)	565	163	28.8%	
Two or More Races	NA	NA	NA	
Total Known Race/Ethnicity	15,719	7,673	48.8%	
2013–2014				Percentage Pt. Change in Grad Rate
White (non-Hispanic)	13,583	7,256	53.4%	3.3
Asian/Pacific Islander	408	225	55.1%	2.4
Hispanic	1,063	414	38.9%	5.6
Native American	195	43	22.1%	-0.9
Black (non-Hispanic)	747	198	26.5%	-2.3
Two or More Races	117	25	21.4%	NA
Total Known Race/Ethnicity	16,113	8,161	50.6%	1.8

Note. The race/ethnic category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnic category until fall 2011 enrollments were reported. Counts do not include nonresident aliens and students of unknown race/ethnicity. As a result, the graduation rate of 48.8% for 2002–2003 is higher than the statewide rate of 48.4%, which is based on the total adjusted cohort, including nonresident aliens and students of unknown race/ethnicity. For 2013–2014, the graduation rate of 50.6% is higher than the statewide rates of 50.0%, which is based on the total adjusted cohort, including nonresident aliens and students of unknown race/ethnicity. Data source: National Center for Education Statistics, IPEDS fall 2003 and fall 2014 surveys.

Table A10.6
Graduation Rates for Nebraska Postsecondary Institutions by Race/Ethnicity
2002–2003 Baseline through 2013–2014

Year	White (non-Hispanic)	Asian/Pacific Islander	Hispanic	Native American	Black (non-Hispanic)	Two or More Races
2002–2003	50.1%	52.8%	33.3%	23.0%	28.8%	NA
2003–2004	50.6%	49.2%	35.4%	37.3%	25.8%	NA
2004–2005	51.6%	49.3%	32.6%	24.2%	30.3%	NA
2005–2006	51.1%	49.2%	39.6%	21.6%	31.6%	NA
2006–2007	50.8%	51.9%	32.5%	26.2%	32.4%	NA
2007–2008	51.9%	54.5%	36.5%	25.0%	28.8%	NA
2008–2009	51.2%	56.3%	33.5%	18.4%	32.8%	20.0%
2009–2010	52.9%	53.4%	35.2%	23.5%	32.1%	60.0%
2010–2011	52.5%	57.1%	36.3%	28.4%	32.8%	26.8%
2011–2012	50.4%	50.1%	36.8%	26.0%	31.4%	42.1%
2012–2013	51.5%	55.0%	36.9%	23.3%	27.0%	32.6%
2013–2014	53.4%	55.1%	38.9%	22.1%	26.5%	21.4%

Note. The race/ethnic category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnic category until fall 2011 enrollments were reported. Data source: National Center for Education Statistics, IPEDS fall 2003 through fall 2014 surveys.

Table A10.7
Graduation Rates for Nebraska Postsecondary Institutions
by Sector and Race/Ethnicity
2013–2014 Compared to 2002–2003 Baseline

Race/Ethnicity	2002–2003		2013–2014		Percentage Pt. Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
University of Nebraska					
White (non-Hispanic)	2,631	54.6%	3,605	61.1%	**6.5**
Asian/Pacific Islander	34	38.2%	93	59.2%	**21.0**
Hispanic	32	30.5%	172	52.8%	**22.3**
Native American	5	15.6%	12	34.3%	**18.7**
Black (non-Hispanic)	36	24.5%	72	34.4%	**10.0**
Two or More Races	NA	NA	0	0.0%	NA
Total Known Race/Ethnicity	2,738		3,954		
Nebraska State College System					
White (non-Hispanic)	525	44.6%	492	45.9%	**1.3**
Asian/Pacific Islander	5	50.0%	2	33.3%	**-16.7**
Hispanic	4	26.7%	9	27.3%	**0.6**
Native American	5	25.0%	4	19.0%	**-6.0**
Black (non-Hispanic)	4	14.3%	9	19.6%	**5.3**
Two or More Races	NA	NA	1	20.0%	NA
Total Known Race/Ethnicity	543		517		
Nebraska Community Colleges					
White (non-Hispanic)	1,625	39.7%	1,136	31.9%	**-7.8**
Asian/Pacific Islander	11	22.4%	15	17.6%	**-4.8**
Hispanic	23	18.0%	98	21.6%	**3.6**
Native American	7	23.3%	7	13.5%	**-9.9**
Black (non-Hispanic)	21	14.8%	29	10.5%	**-4.3**
Two or More Races	NA	NA	15	20.5%	NA
Total Known Race/Ethnicity	1,687		1,300		
Nebraska Independent Colleges and Universities					
White (non-Hispanic)	1,667	57.7%	1,604	66.4%	**8.7**
Asian/Pacific Islander	96	75.6%	108	72.0%	**-3.6**
Hispanic	42	58.3%	74	48.7%	**-9.6**
Native American	10	24.4%	17	21.5%	**-2.9**
Black (non-Hispanic)	32	43.2%	60	50.4%	**7.2**
Two or More Races	NA	NA	6	40.0%	NA
Total Known Race/Ethnicity	1,847		1,869		

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Table A10.7 Continued					
Race/Ethnicity	2002–2003		2013–2014		Percentage Pt. Change in Grad Rate
	No. of Graduates	Grad Rate	No. of Graduates	Grad Rate	
Degree-Granting For-Profit/Career Schools					
White (non-Hispanic)	419	45.5%	135	51.1%	**5.6**
Asian/Pacific Islander	5	45.5%	2	66.7%	**21.2**
Hispanic	9	36.0%	17	51.5%	**15.5**
Native American	2	33.3%	1	25.0%	**-8.3**
Black (non-Hispanic)	44	32.4%	17	21.3%	**-11.1**
Two or More Races	NA	NA	1	11.1%	NA
Total Known Race/Ethnicity	479		173		
Non-Degree-Granting For-Profit/Career Schools					
White (non-Hispanic)	339	72.1%	284	76.3%	**4.2**
Asian/Pacific Islander	2	50.0%	5	71.4%	**21.4**
Hispanic	10	66.7%	44	67.7%	**1.0**
Native American	2	33.3%	2	50.0%	**16.7**
Black (non-Hispanic)	26	68.4%	11	64.7%	**-3.7**
Two or More Races	NA	NA	2	28.6%	NA
Total Known Race/Ethnicity	379		348		
Total Nebraska Postsecondary Institutions					
White (non-Hispanic)	7,206	50.1%	7,256	53.4%	**3.3**
Asian/Pacific Islander	153	52.8%	225	55.1%	**2.4**
Hispanic	120	33.3%	414	38.9%	**5.6**
Native American	31	23.0%	43	22.1%	**-0.9**
Black (non-Hispanic)	163	28.8%	198	26.5%	**-2.3**
Two or More Races	NA	NA	25	21.4%	NA
Total Known Race/Ethnicity	7,673		8,161		

Note. The rates within the for-profit/career school sectors for 2002–2003 and 2013–2014 are calculated based on how the schools were classified as degree granting or non-degree granting as of fall 2014. The race/ethnic category 'two or more races' was first available in IPEDS for fall 2008 enrollment. However, institutions were not required to use the new race/ethnic category until fall 2011 enrollments were reported. Data source: National Center for Education Statistics, IPEDS fall 2003 and fall 2014 surveys.

Appendix 11

IPEDS College Transfer Rates

Explanatory Note A11.1
Information on Computed College Transfer Rates Based on Data Obtained through the Integrated Postsecondary Education Data System (IPEDS)

Data collected through the Integrated Postsecondary Education Data System (IPEDS) are available from the National Center for Education Statistics to calculate transfer-out rates for reporting institutions. In this report, the terms transfer-out rate and transfer rate are used interchangeably.

A transfer-out student is a student who leaves the reporting institution (before completing a degree) and enrolls at another institution. A transfer-out rate is the total number of students who are known to have transferred out of the reporting institution within 150% of the normal time to degree or other award completion divided by the number of students in the adjusted cohort.

The cohort for a transfer rate is the same cohort that is used to calculate the graduation or completion rate, namely the full-time, first-time degree/certificate-seeking undergraduates who enrolled at the institution during the fall semester (or quarter) or the preceding summer. (A full-year cohort, rather than a fall cohort, is used by schools offering primarily occupational or vocational programs and operating on a continuous basis. In Nebraska, several for-profit career schools operate on a continuous basis, qualifying them to use a full-year cohort. For all other institutions in Nebraska, a fall cohort is used in calculating transfer rates.)

A cohort may be adjusted (reduced) only by removing (deleting) students who leave the institution for any of the following reasons: death or total and permanent disability; service in the armed forces; service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. Otherwise, students remain in a cohort group even if they become part-time students, transfer to other institutions, or drop out of the institution permanently or temporarily.

Data are collected on the number of students that transfer to other institutions if the mission of the institution, "…includes providing substantial preparation for students to enroll in another eligible institution…" (IPEDS Graduation Rates Full Instructions, 2015-16). As a result of the qualification that transfer be part of an institution's mission, some schools are not required to report the number of students in their freshmen cohorts who transfer to other institutions. Therefore, it is permissible for some schools to not report transfers, even though it would be desirable for them to report this information.

Table A11.1
Transfer Rates for Nebraska Community Colleges
by Sector and Institution
2010–2011 through 2013–2014

Institution	No. of Students in Cohort	No. Who Transferred to Other Institutions	Transfer Rate
2010–2011			
Nebraska Community Colleges	**4,269**	**905**	**21.2%**
Central Community College	755	134	17.7%
Metropolitan Community College	876	214	24.4%
Mid Plains Community College	254	69	27.2%
Northeast Community College	725	122	16.8%
Southeast Community College	1,298	301	23.2%
Western Nebraska Community College	361	65	18.0%
2011–2012			
Nebraska Community Colleges	**5,153**	**1,016**	**19.7%**
Central Community College	888	179	20.2%
Metropolitan Community College	1,021	227	22.2%
Mid Plains Community College	356	80	22.5%
Northeast Community College	872	130	14.9%
Southeast Community College	1,640	319	19.5%
Western Nebraska Community College	376	81	21.5%
2012–2013			
Nebraska Community Colleges	**4,833**	**943**	**19.5%**
Central Community College	852	161	18.9%
Metropolitan Community College	1,148	266	23.2%
Mid Plains Community College	401	82	20.4%
Northeast Community College	862	114	13.2%
Southeast Community College	1,168	235	20.1%
Western Nebraska Community College	402	85	21.1%
2013–2014			
Nebraska Community Colleges	**4,674**	**1,000**	**21.4%**
Central Community College	811	159	19.6%
Metropolitan Community College	887	223	25.1%
Mid Plains Community College	439	91	20.7%
Northeast Community College	790	129	16.3%
Southeast Community College	1,368	325	23.8%
Western Nebraska Community College	379	73	19.3%

Data source: National Center for Education Statistics, IPEDS fall 2011 through fall 2014 surveys.

Table A11.2
Graduation Rates Plus Transfer Rates for Nebraska Community Colleges
by Sector and Institution
2010–2011 through 2013–2014

Institution	No. of Students in Cohort	No. Graduates + Transfers	Graduation + Transfer Rate
2010–2011			
Nebraska Community Colleges	**4,269**	**2,144**	**50.2%**
Central Community College	755	386	51.1%
Metropolitan Community College	876	329	37.6%
Mid Plains Community College	254	159	62.6%
Northeast Community College	725	453	62.5%
Southeast Community College	1,298	653	50.3%
Western Nebraska Community College	361	164	45.4%
2011–2012			
Nebraska Community Colleges	**5,153**	**2,466**	**47.9%**
Central Community College	888	509	57.3%
Metropolitan Community College	1,021	351	34.4%
Mid Plains Community College	356	209	58.7%
Northeast Community College	872	542	62.2%
Southeast Community College	1,640	688	42.0%
Western Nebraska Community College	376	167	44.4%
2012–2013			
Nebraska Community Colleges	**4,833**	**2,217**	**45.9%**
Central Community College	852	373	43.8%
Metropolitan Community College	1,148	409	35.6%
Mid Plains Community College	401	219	54.6%
Northeast Community College	862	486	56.4%
Southeast Community College	1,168	552	47.3%
Western Nebraska Community College	402	178	44.3%
2013–2014			
Nebraska Community Colleges	**4,674**	**2,348**	**50.2%**
Central Community College	811	426	52.5%
Metropolitan Community College	887	344	38.8%
Mid Plains Community College	439	236	53.8%
Northeast Community College	790	493	62.4%
Southeast Community College	1,368	672	49.1%
Western Nebraska Community College	379	177	46.7%

Data source: National Center for Education Statistics, IPEDS fall 2011 through fall 2014 surveys.

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Appendix 12

National Student Clearinghouse Research Center Study

Six-Year Student Success Outcomes and College Completion Rates for Nebraska and the United States

Table A12.1 **List of Nebraska Institutions Included in the** **National Student Clearinghouse Research Center Study** **Fall 2008 Cohort**
2-Year Public
Central Community College
Metropolitan Community College
Mid-Plains Community College
Northeast Community College
Southeast Community College
4-Year Public
Chadron State College
Peru State College
Wayne State College
University of Nebraska at Kearney
University of Nebraska–Lincoln
University of Nebraska at Omaha
4-Year Private Nonprofit
Bellevue University
College of Saint Mary
Concordia University–Seward
Creighton University
Doane College–Crete
Grace University
Hastings College
Midland University
Nebraska Wesleyan University
Union College
Note. Institutions with less than 50 students were not included in this study. Fall 2008 enrollment is defined as enrollment during any term beginning August 11 through October 31, 2008, inclusive. If no term started between these dates, the term that started between July 14 and August 10, 2008, inclusive, was used. Data source: National Student Clearinghouse Research Center staff, February 4, 2015.

Table A12.2

Six-Year Outcomes for Fall 2008 Degree-Seeking, First-Time Freshmen by Type of Institution: Nebraska Compared to U.S. Overall

Comparison (# of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Subsequent Completion at Four-Year Institution	Total Four-Year Completion Rate	Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year				
Two-Year Public Institutions								
U.S. Overall	39.1%	26.1%	3.2%	9.8%	6.4%	16.2%	17.9%	42.9%
NE Overall (6,829)	42.1%	27.2%	4.0%	10.9%	4.9%	15.9%	15.0%	42.9%
Enrollment Status:								
Exclusively Full-Time:								
U.S. Overall	57.0%	42.9%	2.7%	11.4%	16.2%	27.6%	3.5%	39.5%
NE (2,039)	56.6%	45.5%	4.2%	6.9%	9.1%	16.0%	3.1%	40.3%
Exclusively Part-Time:								
U.S. Overall	18.8%	16.5%	1.4%	0.9%	1.5%	2.3%	10.9%	70.3%
NE (492)	18.0%	14.4%	2.5%	1.0%	3.1%	4.1%	8.8%	73.3%
Mixed Enrollment Status:								
U.S. Overall	35.9%	21.8%	3.6%	10.5%	3.8%	14.3%	23.8%	40.4%
NE (4,284)	38.1%	20.1%	4.1%	14.0%	3.2%	17.2%	21.4%	40.5%
Gender:								
Male								
U.S. Overall	36.4%	24.5%	2.8%	9.2%	5.6%	14.8%	17.9%	45.7%
NE (3,132)	40.4%	29.1%	3.2%	8.1%	3.8%	11.9%	13.7%	45.9%
Female:								
U.S. Overall	42.6%	28.3%	3.7%	10.6%	7.4%	18.0%	18.6%	38.8%
NE (3,267)	43.7%	25.7%	4.8%	13.2%	6.3%	19.4%	17.3%	39.0%
Age Group:								
Students Age 20 or Younger:								
U.S. Overall	41.2%	25.8%	3.5%	12.0%	7.6%	19.6%	19.6%	39.1%
NE (4,784)	45.4%	27.9%	4.5%	13.0%	5.2%	18.2%	16.1%	38.6%
Students Age 21 Through Age 24:								
U.S. Overall	27.8%	20.0%	2.9%	4.9%	3.3%	8.2%	17.3%	54.9%
NE (588)	29.4%	22.8%	1.7%	4.9%	3.1%	8.0%	15.7%	54.9%
Students Age 25 or Older:								
U.S. Overall	37.0%	30.2%	2.5%	4.3%	3.6%	7.9%	12.6%	50.4%
NE (1,454)	36.7%	26.9%	3.1%	6.6%	4.7%	11.3%	11.2%	52.1%

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Table A12.2 Continued

Comparison (# of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Subsequent Completion at Four-Year Institution	Total Four-Year Completion Rate	Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year				
Four-Year Public Institutions								
U.S. Overall	62.9%	49.8%	3.5%	9.6%			14.4%	22.7%
NE Overall (8,897)	64.6%	46.0%	3.7%	14.9%			15.8%	19.6%
Enrollment Status:								
Exclusively Full-Time:								
U.S. Overall	82.5%	72.2%	2.1%	8.2%			3.6%	13.9%
NE (3,962)	83.6%	69.2%	2.6%	11.9%			3.5%	12.9%
Exclusively Part-Time:								
U.S. Overall	21.4%	16.7%	3.2%	1.5%			10.5%	68.1%
NE (228)	23.7%	20.6%	1.8%	1.3%			8.5%	67.9%
Mixed Enrollment Status:								
U.S. Overall	50.3%	33.9%	4.8%	11.6%			24.4%	25.3%
NE (4,705)	50.6%	27.7%	4.8%	18.1%			26.6%	22.8%
Gender:								
Male								
U.S. Overall	58.7%	47.2%	3.2%	8.4%			16.1%	25.2%
NE (3,993)	59.2%	43.9%	3.9%	11.5%			17.8%	23.0%
Female:								
U.S. Overall	66.9%	51.9%	4.0%	11.0%			13.5%	19.7%
NE (4,233)	69.1%	46.7%	3.9%	18.5%			14.8%	16.1%
Age Group:								
Students Age 20 or Younger:								
U.S. Overall	65.7%	51.6%	3.6%	10.5%			14.8%	19.6%
NE (8,247)	65.8%	46.3%	3.9%	15.7%			16.3%	17.9%
Students Age 21 Through Age 24:								
U.S. Overall	50.7%	42.1%	3.5%	5.2%			14.5%	34.8%
NE (185)	52.4%	43.7%	3.8%	4.9%			15.9%	31.8%
Students Age 25 or Older:								
U.S. Overall	45.9%	39.2%	2.8%	3.9%			12.1%	42.0%
NE (456)	49.0%	42.3%	1.3%	5.3%			8.4%	42.7%

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Table A12.2 Continued

Comparison (# of Students)	Total Completion Rate	First Completion at Starting Institution	First Completion at a Different Institution (Anywhere in U.S.)		Subsequent Completion at Four-Year Institution	Total Four-Year Completion Rate	Still Enrolled at any Institution	Not Enrolled
			Two-Year	Four-Year				
Four-Year Private Nonprofit Institutions								
U.S. Overall	73.6%	59.8%	2.6%	11.2%			9.3%	17.2%
NE Overall (3,450)	67.7%	54.1%	3.1%	10.5%			9.9%	22.4%
Enrollment Status:								
Exclusively Full-Time:								
U.S. Overall	86.7%	76.6%	1.3%	8.8%			2.4%	10.9%
NE (2,268)	80.2%	70.5%	2.0%	7.7%			2.5%	17.4%
Exclusively Part-Time:								
U.S. Overall	33.3%	27.0%	4.0%	2.4%			8.4%	58.3%
NE (106)	17.2%	9.4%	5.9%	1.9%			9.5%	73.3%
Mixed Enrollment Status:								
U.S. Overall	53.2%	31.6%	4.9%	16.7%			22.4%	24.5%
NE (1,074)	46.5%	24.0%	5.2%	17.3%			25.5%	28.0%
Gender:								
Male								
U.S. Overall	69.8%	57.0%	2.6%	10.2%			10.8%	19.3%
NE (1,564)	62.4%	47.4%	4.6%	10.4%			10.8%	26.9%
Female:								
U.S. Overall	76.9%	61.9%	2.7%	12.3%			8.3%	14.8%
NE (1,703)	73.6%	61.2%	2.0%	10.5%			9.6%	16.8%
Age Group:								
Students Age 20 or Younger:								
U.S. Overall	76.7%	61.7%	2.6%	12.3%			9.2%	14.2%
NE (2,569)	76.3%	60.9%	2.6%	12.8%			9.9%	13.9%
Students Age 21 Through Age 24:								
U.S. Overall	61.8%	52.1%	2.9%	6.8%			10.0%	28.1%
NE (123)	44.1%	30.8%	8.4%	4.9%			17.2%	38.7%
Students Age 25 or Older:								
U.S. Overall	55.3%	48.6%	2.3%	4.4%			9.8%	34.9%
NE (749)	42.7%	34.9%	4.1%	3.7%			8.7%	48.6%

Note. The percentages reported in this table are based on the enrollment and completion records maintained by the National Student Clearinghouse since June 1, 2004. An analysis of these records resulted in a national cohort of approximately 2.7 million college students who were classified as degree-seeking, first-time freshmen in fall 2008. The enrollment and completion records of these students were then analyzed through the six-year period ending May 31, 2014. Each student was classified by the state of the institution where the student first entered college, not by the student's residential home state. The percentage of Nebraska institutions with Clearinghouse records for 2004 through 2014 varied by type of institution. The historical data coverage rate, based on student enrollments, for Nebraska's four-year public institutions was 100.0%, and Nebraska's four-year private nonprofit institutions coverage rate was 93.9%. Meanwhile, the historical coverage rate for Nebraska's two-year public colleges was 99.0%. First-time enrollment status was established by confirming that a student (1) did not show any postsecondary enrollment record in the four years prior to May 31, 2008, and (2) did not receive a degree or certificate from any postsecondary institution prior to fall 2008, according to Clearinghouse data. Exceptions were made for former dual enrollment student who had taken college courses while still in high school and for students who began their studies in summer 2008 (May 1 through August 31). Fall 2008 enrollment was defined as enrollment during any term beginning August 11 through October 31, 2008, inclusive. If no term started between these dates, the Clearinghouse used the term that started between July 14 and August 10, 2008, inclusive. Data Source: National Student Clearinghouse Research Center, Completing College: A State-Level View of Student Attainment Rates (Signature Report No. 8a), published February 2015 as a supplement to Completing College: A National View of Student Attainment Rates.

Appendix 13

Estimated Nebraska Net Migration of 22- to 64-Year-Olds

Table A13.1
Estimated Nebraska Net Migration of 22- to 64-Year-Olds
1995–2000

Part A: Migration of 22- to 29-Year-Olds

Education Degree Level	Number Who Moved to Nebraska	Number Who Moved Out of Nebraska	Net Migration
Less than High School	7,337	3,094	4,243
High School	8,438	6,247	2,191
Some College	12,835	12,357	478
Associate Degree	2,767	3,420	- 653
Bachelor's Degree	10,799	13,968	- 3,169
Master's Degree	1,490	1,845	- 355
Professional Degree	463	1,248	- 785
Doctorate	163	301	- 138
Total Number of Adults	44,292	42,480	1,812

Part B: Migration of 30- to 64-Year-Olds

Education Degree Level	Number Who Moved to Nebraska	Number Who Moved Out of Nebraska	Net Migration
Less than High School	11,453	6,708	4,745
High School	15,195	15,010	185
Some College	15,754	16,739	- 985
Associate Degree	6,438	6,254	184
Bachelor's Degree	15,973	16,321	- 348
Master's Degree	6,112	8,062	- 1,950
Professional Degree	2,284	2,872	- 588
Doctorate	1,735	1,913	- 178
Total Number of Adults	74,944	73,879	1,065

Data source: U.S. Census Bureau. Statistics available on higheredinfo.org.

Table A13.2
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds
One-Year Estimates
Based on the 2005 through 2014 American Community Survey

Level of Education	Estimated In-Migration	Estimated Out-Migration	Estimated Net Migration	90% Margin of Error (+/-)	No. of Cases
2005					
Less than HS Diploma	4,140	949	3,191	1,289	43
High School Graduate	6,092	6,247	-155	2,747	99
Some College but No Degree	6,644	5,305	1,339	2,443	107
Associate's Degree	2,605	3,528	-923	1,676	55
Bachelor's Degree	8,623	7,953	670	3,004	138
Graduate or Professional Degree	1,828	3,624	-1,796	1,411	61
Total	29,932	27,606	2,326	5,386	503
2006					
Less than HS Diploma	6,479	4,245	2,234	2,736	67
High School Graduate	8,700	6,405	2,295	2,676	123
Some College but No Degree	9,502	8,559	943	3,010	139
Associate's Degree	2,163	3,306	-1,143	1,756	49
Bachelor's Degree	8,962	9,990	-1,028	3,976	147
Graduate or Professional Degree	4,326	3,496	830	1,842	69
Total	40,132	36,001	4,131	7,598	594
2007					
Less than HS Diploma	5,239	3,715	1,524	2,669	54
High School Graduate	6,060	10,050	-3,990	4,003	119
Some College but No Degree	9,586	5,689	3,897	3,182	127
Associate's Degree	4,169	1,752	2,417	2,343	38
Bachelor's Degree	9,576	6,912	2,664	3,174	144
Graduate or Professional Degree	2,547	3,876	-1,329	2,195	57
Total	37,177	31,994	5,183	7,045	539

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Table A13.2 Continued					
Level of Education	Estimated In-Migration	Estimated Out-Migration	Estimated Net Migration	90% Margin of Error (+/-)	No. of Cases
2008					
Less than HS Diploma	4,731	1,934	2,797	2,576	35
High School Graduate	7,534	6,158	1,376	2,878	119
Some College but No Degree	8,167	6,630	1,537	3,116	114
Associate's Degree	1,983	2,329	-346	1,430	38
Bachelor's Degree	9,508	7,242	2,266	3,514	129
Graduate or Professional Degree	3,782	2,906	876	2,257	57
Total	35,705	27,199	8,506	6,429	492
2009[a]					
Less than HS Diploma	7,426	1,216	6,210	2,761	47
High School Graduate	8,314	4,841	3,473	2,838	109
Some College but No Degree	9,636	6,907	2,729	3,089	127
Associate's Degree	2,185	2,252	-67	1,386	42
Bachelor's Degree	6,452	6,710	-258	2,505	126
Graduate or Professional Degree	3,798	4,580	-782	1,949	79
Total	37,811	26,506	11,305	6,586	530
2010					
Less than HS Diploma	4,360	1,918	2,442	1,928	51
High School Graduate	8,235	6,680	1,555	3,506	120
Some College but No Degree	6,834	6,454	380	2,883	96
Associate's Degree	4,843	3,281	1,562	1,947	61
Bachelor's Degree	9,222	5,571	3,651	2,609	120
Graduate or Professional Degree	3,441	3,906	-465	1,908	60
Total	36,935	27,810	9,125	7,107	508

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Table A13.2 Continued					
Level of Education	Estimated In-Migration	Estimated Out-Migration	Estimated Net Migration	90% Margin of Error (+/-)	No. of Cases
2011					
Less than HS Diploma	3,659	1,830	1,829	1,698	49
High School Graduate	6,671	5,682	989	2,531	116
Some College but No Degree	8,295	6,953	1,342	3,005	128
Associate's Degree	1,643	3,072	-1,429	1,757	43
Bachelor's Degree	7,653	8,639	-986	3,028	133
Graduate or Professional Degree	3,982	5,691	-1,709	2,524	69
Total	31,903	31,867	36	6,685	538
2012					
Less than HS Diploma	1,046	4,874	-3,828	1,919	49
High School Graduate	5,046	3,710	1,336	1,760	104
Some College but No Degree	6,623	5,894	729	2,826	110
Associate's Degree	3,549	2,604	945	1,995	51
Bachelor's Degree	10,490	7,453	3,037	3,106	153
Graduate or Professional Degree	3,966	5,264	-1,298	2,156	73
Total	30,720	29,799	921	6,400	540
2013					
Less than HS Diploma	3,486	2,110	1,376	2,567	44
High School Graduate	5,838	5,991	-153	2,609	105
Some College but No Degree	6,754	6,008	746	2,834	129
Associate's Degree	1,368	2,331	-963	1,363	38
Bachelor's Degree	7,192	10,909	-3,717	3,368	147
Graduate or Professional Degree	4,725	3,241	1,484	2,265	70
Total	29,363	30,590	-1,227	6,456	533

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Table A13.2 Continued					
Level of Education	Estimated In-Migration	Estimated Out-Migration	Estimated Net Migration	90% Margin of Error (+/-)	No. of Cases
2014					
Less than HS Diploma	3,168	1,233	1,935	1,524	34
High School Graduate	7,872	4,645	3,227	2,884	104
Some College but No Degree	6,745	6,558	187	2,754	125
Associate's Degree	3,137	1,590	1,547	1,485	42
Bachelor's Degree	11,657	9,581	2,076	4,021	158
Graduate or Professional Degree	4,110	3,842	268	2,156	65
Total	36,689	27,449	9,240	6,699	528

Note. No conclusion can be drawn about a given estimate when the margin of error exceeds the estimate itself at the stated confidence level. Data users should exercise caution when the margin of error is large relative to the estimate itself. Data source: U.S. Census Bureau, American Community Survey one-year Public Use Microdata Sample (PUMS) files (2005 through 2014), obtained from the National Center for Higher Education Management Systems (NCHEMS).

[a] The 2009 PUMS data understated the number of minorities, especially Hispanics, due to the ACS's previous weighting methodology. Therefore, data users are advised against using estimates from the 2009 American Community Survey.

Table A13.3
Estimated Nebraska In-Migration and Out-Migration of 22- to 64-Year-Olds
Confidence Intervals (Margin of Error at 90% Confidence Level) for One Year Estimates
Based on the 2005 through 2014 American Community Survey

Level of Education	2005	2006	2007	2008	2009
Less than HS Diploma	[1902, 4480]	*	*	[221, 5373]	[3449, 8971]
High School Graduate	*	*	*	*	[635, 6311]
Some College but No Degree	*	*	[715, 7079]	*	*
Associate's Degree	*	*	[74, 4760]	*	*
Bachelor's Degree	*	*	*	*	*
Graduate or Professional Degree	[-3207, -385]	*	*	*	*
Total	*	*	*	[2077, 14935]	[4719, 17891]

Level of Education	2010	2011	2012	2013	2014
Less than HS Diploma	[514, 4370]	[131, 3527]	[-5747, -1909]	*	[411, 3459]
High School Graduate	*	*	*	*	[343, 6111]
Some College but No Degree	*	*	*	*	*
Associate's Degree	*	*	*	*	[62, 3032]
Bachelor's Degree	[1042, 6260]	*	*	[-7085, -349]	*
Graduate or Professional Degree	*	*	*	*	*
Total	[2018, 16232]	*	*	*	[2541, 15939]

Note. Confidence intervals are shown based on 90% margin of error. * = margin of error exceeds estimate at the 90% confidence level. When the margin of error exceeds the absolute value of the point estimate, no conclusions should be drawn about the estimate. Table A13.2 shows that the 2014 estimated net migration of 1,935 for those with less than a high school diploma has a 90% margin of error of +/- 1,524. In other words, if one were to draw indefinite samples of the population, the point estimate for those with less than a high school diploma would fall between 411 and 3,459 90% of the time. Data source: U.S. Census Bureau, American Community Survey one-year Public Use Microdata Sample (PUMS) files (2005 through 2014), obtained from the National Center for Higher Education Management Systems (NCHEMS).

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